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ABSTRACT

A study was done of the public service programs of the colleges and universities of the Adirondack North Country Association (ANCA) region and how they contribute to the regional development of northern New York State. The study asked the 21 institutions of the ANCA area to respond to a survey seeking information on various aspects of each institution's public service programs. Twenty institutions responded. Results, which are summarized in section 1 of this report, indicated that the institutions regarded public service as very important to their institutional mission, that most institutions provide a wide variety of services to meet diverse community needs, that local communities are the primary focus for most institutions followed by the county in which they are located; that there exists a high degree of interaction between institutions of higher education and their communities, and that ANCA-area colleges and universities significantly contribute to the economic stability of their communities. The second and by far largest section of the report contains campus profiles of the institutions participating in the study. Each profile contains a description of the institution, descriptions of its significant public service activities and its major regional activities, and information on college and community interaction, faculty and staff, students, conferences/workshops/non-credit courses, economic impact, and contact information. (JB)

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Higher Education and Regional Development

A Compendium of Public Service Activities by Colleges and Universities in Northern New York

THE
RURAL SERVICES
INSTITUTE
POTSDAM COLLEGE
OF THE STATE UNIVERSITY OF NEW YORK

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Rural Services Institute Staff

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Christine M. Doran has been a Research Assistant with the Rural Services Institute almost since its inception. She has an A.B. in English from Bryn Mawr College and will leave the RSI in August 1992, to pursue a Ph.D. in English at the University of Notre Dame.

The Rural Services Institute at Potsdam College

The Potsdam College Rural Services Institute is a member of the Rural Services Institute Network established by the New York State Office of Rural Affairs to offer assistance to local communities, organizations and residents.

The New York State Office of Rural Affairs has established a network of Rural Services Institutes at colleges and universities throughout the State. Through the resources and expertise available at college campuses, the RSI network blends the best of government and academe's community service functions to bring a wide variety of services to rural governments, businesses, organizations and individuals.

The Adirondack North Country Association

The Adirondack North Country Association (ANCA) is a not-for-profit organization committed to improving the standard of living, economic opportunities and quality of life for the people of the fourteen-county ANCA region. ANCA considers itself a regional economic catalyst, working to unify the energies of North Country agencies, communities, businesses and institutions. Its efforts strengthen the region's economy through private sector initiatives which create and retain jobs, increase goods and services sold in the region, and market agricultural, natural resources, crafts and other products produced in the region.

Higher Education and Regional Development

A Compendium of Public Service Activities by Colleges and Universities in Northern New York

By

Ram L. Chugh, Ph.D.

THE
RURAL SERVICES
INSTITUTE
POTSDAM COLLEGE
OF THE STATE UNIVERSITY OF NEW YORK

July 1992

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Dedication

Frank A. Augsbury, Jr. has been a strong supporter of higher education. He has devoted his lifetime to bringing institutions of higher education and communities together to work for the common good of the people in the ANCA region. This study is dedicated to Frank A. Augsbury, Jr., in appreciation of his outstanding service to education and the region.

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Map of ANCA Region .... Inside Back Cover

Foreword

The Adirondack North Country Association (ANCA)* has long recognized the important role of higher education in the development of the North Country. Everything from new product development to work force training and retraining, and, of course, the all-important quality of life issues are recognized as key ingredients in the location and relocation of businesses and industries in any region. Our 20 colleges and universities are a significant and vital force in the continued growth and development of the Adirondack North Country. ANCA has consistently encouraged opportunities for partnerships to unfold between business, industry, government and higher education. The critical role of higher education continues to be one that is recognized and supported by the Adirondack North Country Association.

William C. Merwin
President, Potsdam College
Chair, ANCA Higher Education Subcommittee

The Adirondack North Country Association applauds Dr. William Merwin's efforts in response to the request from Dr. Daniel Palm, ANCA Past President, to establish stronger linkages between ANCA and the colleges and universities in the 14-county region. The completed study, "Higher Education and Regional Development: A Compendium of Public Service Activities of Colleges and Universities in Northern New York," is a valuable tool which points to the contributions colleges and universities make to the North Country economy. The study highlights the importance of these facilities in regional development initiatives and raises unique possibilities for forging and maintaining working partnerships for the betterment of the North Country.

Terry de Franco
Executive Director, ANCA

Note to the Reader: ANCA, the North Country and northern New York are used interchangeably throughout the text. See the inside back cover for a map of the ANCA region.

Acknowledgments

The completion of this study is due to the help and cooperation of many people. Dr. William C. Merwin, President of Potsdam College and Chair of the ANCA Higher Education Subcommittee, provided guidance, encouragement and support for this project. He displayed keen interest in this study and, despite his heavy responsibilities and schedule, took the time to review it. His strong belief in the role of higher education in local and regional development was a source of inspiration.

The contact people at the 20 colleges and universities included in this study deserve great appreciation and thanks for completing the lengthy questionnaire, for providing the needed information on their public service programs and, finally, for reviewing the first draft of their campus's profile. This study could not have been completed without their cooperation.

Dr. John Massaro, Political Science professor at Potsdam College and scholar in his own right, reviewed the manuscript and made many stylistic improvements. Dr. Robert Holland, Potsdam College professor emeritus, read certain portions of the study and made useful comments. Helen Chapple, director of College Relations, proofread the manuscript. With her keen and critical eye, she discerned errors that had escaped others. Nancy Griffin, also of College Relations, designed this publication. I wish to express my sincere thanks to all of them for their help.

Lastly, I owe much to Christine Doran, Research Assistant at the Rural Services Institute. She worked with me on this project from the very beginning. Christine is a dedicated and talented colleague, and her imprint can be seen on every page of the study. She is tireless in her insistence on quality and accuracy and often worked beyond the normal call of duty. The study would not have been completed on time but for her. She showed extreme patience, tact and courtesy in making revisions and in dealing with individuals from other campuses. It is with a deep sense of affection and gratitude that I acknowledge her part in this project.

Ram L. Chugh

Summary

Institutions of higher education in the United States regard public service as an important part of their educational mission. The 20 colleges and universities included in this study and located in the ANCA region are no exception to this national trend. The survey results of public service activities confirm that each one of the them is actively involved in various aspects of community and regional development. Each institution is a vital resource for the local economy. In addition to generating direct and indirect employment in the local economy, each institution makes many of its intellectual and physical resources available to various regional and local organizations as a part of its public service activities. The type of services made available by an institution depends largely on the degree of its commitment to public service, its location and size, the strengths of its academic programs and the interests and areas of expertise of its faculty and staff. Taken together, the services provided by the ANCA institutions can be grouped in the following broad categories: small business assistance, technical assistance, export assistance, total quality management, technology transfer, conference and workshop facilities, continuing education and training programs, environmental and forestry management, public education, assistance to cultural organizations (art, music, etc.), and non-credit courses. The survey results also indicate that these services are widely used by various organizations including local governments; businesses and economic development agencies; social and health services organizations; public schools; art, music and cultural organizations; tourism agencies; and agricultural, dairy and forestry organizations. No single category of organization emerges as the dominant user of public service programs. This is, of course, not unexpected given the fact that most of the institutions within the ANCA region offer a wide variety of services and tend to meet the needs of more than one type of organization. Local communities and the county of the institution's location are the major focus of these public service activities, followed by the ANCA region, New York State, and international areas.

The survey results indicate a high degree of college and community interaction. The "town and gown" relationship is alive and well among the communities in the ANCA region. The colleges and universities enjoy considerable status and prestige in their communities, and the public is highly appreciative of the many contributions institutions make to the communities. The total direct and indirect spending impact of the 20 colleges and universities (in the ANCA region) is currently estimated at over $700 million a year on the region's economy. The colleges and universities are indeed a rich resource for the region not only because of their large economic impact but also because they greatly enrich the social, educational and cultural life. The colleges and universities provide visibility to the area and are often considered assets for attracting new business. The ANCA region is fortunate to have a wide array of institutions, both public and independent, which can be utilized for the region's growth and development.

CHAPTER 1

The Tradition of Public Service in Higher Education

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

– Thomas Jefferson

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Introduction

Almost every college and university in the United States now includes public service in its mission statement and regards it as an important professional and institutional responsibility. For example, in a 1980 survey conducted by Kurt Smith concerning the public service activities of the institutions belonging to the American Association of State Colleges and Universities (AASCU), 92% (234 out of 255) of the respondents indicated that they "recognized public service as an area of institutional responsibility in their mission statement. A majority (58%) of AASCU institutions described public service as one of their integral functions, together with teaching and research."[1] Similarly, in a 1985 survey conducted by the AASCU Task Force on Economic Development, 98 percent (294 out of 300) of AASCU institutions "indicated that they perceived new demands to play a more active role in economic development...(and) 97 percent had plans to increase their efforts in economic development."[2]

All institutions of higher education, both public and private, are becoming more involved in public service activities, however, the pressure to do so may be greater on state-funded public institutions. Since state colleges and universities are all publicly funded, the public generally expects them to play a greater role in meeting local, regional and state economic development needs. Governor Mario Cuomo of New York, believes that, "Public higher education and economic development are, and should be, inextricably bound together well into the next century and beyond. Our state's future depends on that linkage." Indeed, he advocates that "SUNY must become an engine of economic development of our state."[3]

"Public higher education and economic development are, and should be, inextricably bound together well into the next century and beyond."

Responding to these public expectations, the State University of New York (SUNY) has made economic development "an integral part of SUNY's teaching, research and service missions."[4] SUNY has incorporated public service in its mission statement by proclaiming that the state university will share, "its expertise with the business, agricultural, governmental, labor and nonprofit sectors of the state through a program of *public service* for the purpose of enhancing the well-being of the people of the State of New York and in protecting our environment and marine resources."[5]

The strengthening of the tradition of public service in higher education and the increased level of its involvement in local and regional economic development can be traced to Civil War days and the passage of the Morrill Act of 1862, commonly known as the Land Grant Act. According to one study, "this legislation established the land-grant university system and provided the basis for partnership between higher education, business, and government in the fields of agriculture and the mechanical arts." [6] It led to the creation of linkages between higher education and agriculture and industry. Laws enacted later strengthened these linkages even more. For example, the Hatch Act of 1887 provided funds for the establishment of experiment stations at the land-grant colleges where agricultural problems actually encountered could be addressed; the Smith-Lever Act of 1914, provided federal funding for the establishment of the Cooperative Extension Services; and the Smith-Hughes Act of 1917, provided federal funding for vocational training programs. As higher education responded positively to these legislative initiatives, many more state universities and colleges were established to meet the growing needs of different sectors of the economy.

The strengthening of the tradition of public service in higher education is often traced to the passage of the Morrill Act of 1862, commonly known as the Land Grant Act.

The Morrill Act was a pioneering piece of legislation, setting a new direction for higher education. Educational institutions would no longer be seen as "ivory towers," aloof from and unconcerned with the social and economic issues confronting society. They would now be viewed as important contributors to improving the social and economic well-being of society at large through increased availability of their knowledge and expertise. Public service became an important mission of higher education. "The land grant model," according to Patricia Crosson, Public Service in Higher Education: Practices and Priorities, "provides a powerful and lasting model for public service, and a variety of relatively recent attempts have been made to replicate it in other areas like education, public health, and urban services."[7]

Colleges and universities are now generally considered important by the communities in which they are located because of the many contributions they have made to the local, regional and state economy. In addition to their favorable economic impact on employment and local spending, higher education institutions, as part of their public service commitment, make many of their services available to various external organizations. The colleges and universities share their knowledge and other resources with external groups, such as business and industry; various levels of governments; and social, cultural and economic development organizations with a view to help improve the quality of life of the people.

Public Service Activities of Colleges and Universities in the ANCA Region

The colleges and universities located in the fourteen counties of the ANCA region are no exception to the national trend in regard to public service. The survey results of public service and higher education confirm that each one of them is actively involved in various aspects of community and regional development. Due in part to the region's primarily rural nature, institutions of higher education generally appear to enjoy considerable status and prestige within their communities. Each institution is considered an important economic asset and a vital resource serving the local economy. In fact, an institution of higher education is often the major source of employment in the local community and, in some cases, in the entire county as well. In general, the colleges and universities regard themselves as an integral part of their communities and take keen interest in community growth and development. The following selected statements from campus presidents clearly support this observation.

> "The community we serve provides a context from which all our goals and activities flow. The growth of MVCC is linked to the growth and development of our community. Public service activities have been, and always will be, integral to the mission of Mohawk Valley Community College." (Michael Schafer, President of Mohawk Valley Community College)

> "Throughout its eighty-year history, public service and continuing education have played important roles at the College of Environmental Science and Forestry. As New York and the nation affirm the importance of environmental issues, ESF welcomes the chance to bring the experience and research of its faculty to serve New Yorkers." (Ross Whaley, President of ESF)

> "We appreciate the strong bonds formed between "The College of the Adirondacks" and our close friends. We will continue to undertake public service initiatives that will preserve and enhance our commitment to the region." (H. David Chamberlain, President of Paul Smith's)

The survey results of public service activities confirm that each one of them is actively involved in various aspects of its community and regional development.

> "Commitment to community service and volunteerism is viewed as a responsibility of citizenship at Fulton-Montgomery Community College. It is a joyful responsibility that builds leadership skills and commitment to humanity." (Jacqueline Taylor, President of Fulton-Montgomery Community College)

> "Potsdam College strives to be a part of, and not apart from, the community and society it serves. This concerted effort leads to educational programs of a community development nature directed toward the public good of the North Country of New York." (William Merwin, President of Potsdam College)

> "Mater Dei has always been committed to providing students with quality education along with a solid system of values. Over the past few years, Mater Dei has been reaching out to the community using the same system of values it has taught its students." (Bryan Felitto, Interim President of Mater Dei)

The ANCA region is fortunate in having a wide array of colleges and universities. There are twenty-one colleges and universities in the region, seven of which are independent and fourteen public. Among the seven independent colleges, three are two-year colleges, two four-year colleges, and one a graduate institution. Similarly, among the fourteen public institutions, there are seven community colleges, one two-year college of technology, three four-year colleges, one upper division and graduate institute of technology, one specialized upper division and graduate college of environmental science and forestry, and finally Empire State College which offers instruction through individual learning arrangements. Among the private colleges, two are religious institutions. The smallest college is Wadhams Hall with enrollment of nearly 40 students, and the largest is Mohawk Valley Community College with enrollment of over 7,500 students. Not surprisingly, these institutions differ in their academic programs and in the type of degrees offered.

The region can take great pride in having institutions which are among the oldest in the country. For example, Potsdam College, tracing its origin to 1816, celebrated its 175th anniversary in 1991. It is the oldest of the 64 SUNY institutions. Additionally, St. Lawrence University is the oldest continuously coeducational institution of higher learning in New York State, and Clarkson University is almost 100 years old.

Another unique feature of the ANCA institutions is that many of them were started through community efforts. This has led to most of these ANCA region institutions enjoying significant public support and to taking great pride in serving their communities.

Another unique feature of the ANCA institutions is that many of them were started through community efforts.

The nature and magnitude of public service activities provided vary from one institution to the other because of the wide diversity among the twenty-one ANCA institutions. The type of services provided by an institution depends on its size; location; academic programs; and the interests of its administration, faculty, staff and student body as well as their commitment to public service. Similarly, the type of services provided also depends on the expectations of the community and the economic and social problems confronting it.

The ANCA Subcommittee on Higher Education was created in 1990 to encourage greater involvement of the area's colleges and universities in local and regional development. While it was apparent to the Subcommittee that most colleges and universities were actively involved in their communities through their public service programs, no publication cataloging their activities existed. Accordingly, it was not possible to identify the type of public services available at various institutions and the users of such services. In some cases, institutions located in close proximity were not always aware of the services each provided. It was recognized that the colleges and universities needed to coordinate their public service initiatives to avoid unnecessary duplication and to make the most effective use of the services provided. Thus, the idea of having a "resource inventory" cataloging the services available at each institution was endorsed by the Subcommittee at its meeting in May 1991. Subcommittee members also expressed strong support for greater involvement by the institutions of higher education in the promotion of local and regional development and for increased cooperation among these institutions.

It was recognized that the colleges needed to coordinate their public service initiatives to avoid unnecessary duplication and to make the most effective use of the services provided.

Description of the ANCA Study

Dr. Ram L. Chugh, Director of the Rural Services Institute (RSI) at Potsdam College was asked by Dr. William Merwin, Chair of the ANCA Subcommittee, to undertake a study on the public service activities of the colleges and universities in the ANCA region. The results of this study would be made available as a resource manual for use by local and regional development organizations, local governments, businesses and other groups. In early 1991, the RSI developed a comprehensive survey instrument entitled, "Questionnaire on Public Service

Activities of the Colleges and Universities Located in the ANCA Region." The survey instrument, containing thirty-two questions seeking information on various aspects of each institution's public service programs, was designed to meet the following broad objectives of the study.

A. Objectives of the Study: The study was designed to determine: (1) the importance of public service in each institution's mission statement and the degree of its actual involvement in such activities; (2) the range of each institution's public service programs, the geographic focus of the programs and the type of organizations using those services; (3) the organizational structures created to deliver public service programs and the level of administrative and other support provided; (4) the areas of expertise of faculty and staff relating to these public service programs; (5) the names and addresses of people who could be contacted by external groups needing each institution's services; (6) the nature of each institution's interaction with community leaders and external organizations; (7) the efforts each institution makes to attract students from the ANCA region; (8) the level of student involvement in community service; (9) and finally, the magnitude of the institution's economic impact on the local economy.

B. Definition of Public Service: The term public service is often used imprecisely and thus is subject to many interpretations. It is generally used as a catch-all term denoting any activity an institution does to serve outside groups whether undertaken by an individual at his or her own initiative or by the institution as a whole. In order to get consistent responses from the colleges and universities on their "public service" activities it was considered important to have a clear definition of this concept. For the purpose of this study, public service is defined as those activities designed to meet the needs of external groups or individuals. Activities to be included were specified as local, regional or state economic development; small business assistance; international trade and investment; marketing and feasibility studies; computer assistance; grant writing; and services meeting community needs involving local government, environment, tourism, agriculture, social services, health services, education, art, music, culture. Examples of activities undertaken include: organizing conferences and seminars on local

For the purpose of this study, public service is defined as those activities designed to meet the needs of external groups or individuals.

Out of the twenty-one colleges and universities which were sent the survey, twenty returned the completed questionnaire. Such a high level of response to the questionnaire clearly showed the degree of seriousness the institutions accorded to the study.

and regional issues; hosting such events; providing training workshops; offering credit and/or non-credit public service-related courses; participating in various local or state organizations and associations; conducting research on local, regional and/or state issues; providing technical assistance; making campus events open to the public; developing cooperative programs with area high schools; and involving individuals from the local community, region and state in various campus activities, e.g., having them serve on advisory committees, task forces, etc.

The above definition of public service was specified in the survey questionnaire and the colleges and universities were requested to conform to it in making their responses.

C. Survey Response: Because of the broad scope of public service, the survey questionnaire was a lengthy one. It required considerable information from the institutions regarding their service programs. The questionnaire, reviewed by several individuals at two colleges and pilot tested before distribution, was sent to campus presidents in early April 1991. The presidents were requested to have it completed by people knowledgeable about the public service programs at the institution. The institutions were encouraged to send supporting documents such as mission statements; college catalogs; brochures describing special institutes and centers; directories of public service activities; annual reports; and brochures on conferences, workshops and training programs as well as economic impact studies.

Of the twenty-one colleges and universities which were sent the survey, twenty returned the completed questionnaire. Such a high level of response to the questionnaire clearly showed the degree of seriousness the institutions accorded to the study. The quality of information provided varied. Since public service activities at an institution are carried out by many departments spread throughout the campus, it is not always possible to obtain information on all of the activities in a timely fashion. In some instances, there has been no record keeping of these services and thus it is not easy to know what went on in previous years. For that reason alone, some institutions had a difficult time providing complete information to many of the questions in the survey. However, each institution provided the name of a person who could be contacted for further information on its public service programs.

Analysis of the Survey Results

A. Significance of Public Service Activities: Using a scale of 5 to 1 with 5 being the most important and 1 being the least important, the institutions were asked to indicate the importance of public service to their missions, the level of their actual involvement in such activities and the degree of public appreciation of their public service activities. The results are given in Table 1.

Table 1: SIGNIFICANCE OF PUBLIC SERVICE ACTIVITIES

	5	4	3	2	1
Importance	11	2	5	1	0
Actual level of involvement	9	5	5	0	0
Degree of public appreciation	6	9	5	0	0

The survey results tend to confirm the general perception that ANCA colleges and universities regard public service as very important to their institutional mission. In fact, 18 of them give it a rating of 3 or above with 11 giving it the highest rating of 5. One institution rated its importance as 2 and one did not respond at all. Similarly, actual level of involvement is also very high among all the institutions. Furthermore, the survey results also indicate a very high degree of public appreciation of the institutions' public services. Overall, one can conclude that the institutions in the ANCA region care about public service and seek to back up this commitment by providing whatever assistance they can to their communities. In return, the public is highly appreciative of the services the colleges and universities provide to the community.

The survey results tend to confirm the general perception that ANCA colleges and universities regard public service as very important to their institutional mission.

B: Range of Services Offered and Areas of Institutional Strength: Most institutions provide a wide variety of services to meet diverse community needs. The type of services offered by a particular institution depends largely on the degree of its commitment to public service, its location and size, the strengths of its academic programs, and the interests and areas of expertise of its faculty and staff. It should be noted that one can almost always find the needed expertise relating to a number of broad areas at one or another institution in the region. The services collectively provided by the ANCA institutions can be grouped in the following broad categories: small business assistance, technical assistance, export assistance, total quality management, technology transfer, conference and workshop facilities, continuing education and training programs, environmental and forestry management, public education, assistance to cultural organizations (art, music, etc.), and the offering of non-credit courses.

Each institution was asked to identify major areas of its strength in public service. Table 2 summarizes their responses.

Table 2: MAJOR AREAS OF INSTITUTIONAL STRENGTH IN PUBLIC SERVICE

Adirondack Community College
- SCORE (Service Corps of Retired Executives)
- Business Industry Center
- Canadian-American Business Association

Canton College of Technology
- Management education and training
- Small business assistance
- Emergency Medical Technician training
- Real estate
- Rural Enterprise Alternatives
- Industrial Training in computer numerical controls, CAD/CAM and industrial motor controls
- Automotive technician education

Clarkson University
- Export assistance
- Manufacturing
- Small business assistance
- Technology transfers
- Computer assistance
- Agricultural Ethics
- Mohawk Culture
- U.S.-Canadian Economic Relations

Clinton Community College
- Small business assistance
- Local government assistance
- Social services assistance
- Health services assistance
- Computer assistance

Empire State College
- Regional health planning
- Environmental analysis and planning
- Social services planning for the disabled
- Training and program design for workforce development

Fulton - Montgomery Community College
- Flexibility in meeting area business and industry training needs
- Technical information and expertise combined with knowledge of local conditions
- Training programs in: team building, quality assurance, computerization, manufacturing techniques, safety.

Herkimer County Community College
- Business assistance, management training
- Tourism training
- Social service staff development
- Arts and crafts programming
- Seniorversity

Jefferson Community College
- Small Business Development Center's assistance to local entrepreneurs
- Madison Barracks Training Site (dedicated instructional kitchen and small conference facilities)
- Satellite teleconferencing

Mater Dei College
- Social services (Parenting Workshops)
- Health services (opticiary, alcohol/dependency counseling)
- Environment (zebra mussel research, recycling, conservation activities)

Mohawk Valley Community College
- Economic development
- Social services
- International trade/investment
- Technological transfer

North Country Community College
- Small business assistance
- Social and health services environment
- Computer assistance (PC)

Paul Smith's College of Arts and Sciences
- Environment
- Forest management
- Urban tree management
- Hospitality
- Tourism
- Culinary arts

Potsdam College
- Music and performing arts
- Fine arts
- Public education
- Computer assistance
- Economics and labor relations research
- Seismic network

St. Lawrence University
- Canadian relations
- Environmentalism/ecosystems
- International economics (especially free trade)
- Outdoor education

State University College of Environmental Science and Forestry
- International environmental studies
- Forestry, soil, and water studies
- Wildlife, fisheries, Great Lakes, ecology
- Wood products engineering, materials, preservation, coatings, wood structure
- Paper science and engineering
- Landscape architecture, wetlands identification and management, scenic roads

Survey responses indicate a great degree of decentralization in the development and delivery of public service programs. In one sense, this may be healthy because public service needs are often unpredictable and vary from year to year.

- Environmental policy, communication, regulations

SUNY Institute of Technology at Utica/Rome
- Management Assistance Center
- Gannett Gallery
- Technology Policy Center
- Small Business Development Center
- Small Business Institute
- Community Forum (local issues television program)

SUNY Oswego
- Business Industry Center
- CITT - Center for Innovative Technology Transfer
- Total Quality - through Business Administration department
- Education specialists at both undergraduate and graduate level
- Project SMART

SUNY Plattsburgh
- Technical assistance
- International business
- Environmental issues
- Canadian studies

Utica College of Syracuse
- Gerontology education
- Clinical medical education

Wadhams Hall Seminary College
- Social services
- Education

C. Organizational Structure for the Delivery of Public Service: Administrative structures for the delivery of public service vary among the institutions. These activities are generally carried out by several departments throughout the campuses. Survey responses indicate a great degree of decentralization in the development and delivery of public service programs. In one sense, this may be healthy as public service needs are often unpredictable and vary from year to year. At most campuses, the Office of Continuing Education, special institutes and centers which are responsible for public service activities enjoy considerable freedom in meeting community needs. For administrative purposes, however, these programs are often linked to an appropriate academic or administrative structure within the college or university. Accordingly, campus presidents, vice presidents and academic deans directly and/or indirectly oversee their institution's public service activities. At most campuses, the Dean/Director of Continuing Education serves as the primary contact person with outside organizations.

Survey responses clearly indicate that campuses are putting increased efforts into developing better coordination for delivering public services. For example, ESF recently hired a new Dean of Non-resident Programs who has formed a network of public service coordinators, one in each faculty unit. Potsdam College has created the Office of Special Assistant to the President for Public Affairs to coordinate public service activities and to take an active role in establishing stronger relationships with local and regional community organizations. Overall, community colleges seem to be better organized in the delivery of public services because service is one of their major functions. Survey responses confirm this.

Campuses are putting increased efforts into developing better coordination for delivering public services.

D. Level of financial and staff support: The campuses were asked to indicate the approximate value of human and financial resources devoted annually to supporting public service. Several campuses indicated they were unable to give a definite response to this question because of the difficulty in estimating the resources devoted to such services. Some mentioned that most individuals involved in public service also had other institutional responsibilities. For example, the Director of Continuing Education is often responsible not only for public service programs but also for programs to meet institutional needs as well (e.g., summer sessions). Even when the programs were externally funded, the institutions provided some indirect support that was not always easy to estimate. Some campuses, however, did provide an estimate of their support for public services. For example, Clinton Community College estimates that it spends approximately $500,000 a year on public service activities, Mater Dei spends between $75,000 and $100,000 annually, and the Institute of Technology at Utica/Rome devotes an estimated $300,000. In response to another question, ("Has your institution decreased, increased, or held constant its support for public service activities over the past few years?"), fifteen institutions noted that they had increased their support, four indicated that they had maintained a constant level of support, and one indicated that it had to decrease the level of its support due to budget cutbacks.

E. Geographic Focus of Public Service Programs: Using a scale of 5 to 1 with 5 as the most important and 1 as the least, the campuses were asked to rate the geographic focus of public service programs. Table 3 summarizes the survey responses (not all twenty campuses responded to all questions).

It is generally recognized that most economic development activities undertaken by institutions of higher education are primarily local or regional in nature.

Table 3: GEOGRAPHIC FOCUS OF PUBLIC SERVICE PROGRAMS

	5	4	3	2	1	Cumulative Score*
Local	16	4	0	0	0	96
County	11	5	2	0	0	81
ANCA	5	5	8	2	0	73
NYS	3	3	4	6	4	55
International	3	1	3	3	9	43

* Numerical ratings given by the institutions to each area were added together to develop cumulative scores. For example, the cumulative score for NYS was calculated by adding (3 x 5) + (3 x 4) + (4 x 3) + (6 x 2) + (4 x 1) = 55.

The results clearly indicate that local communities are the primary areas of focus for almost all institutions, followed by the county in which they are located. Beyond this and the focus on the ANCA region, the emphasis decreases significantly. It is generally recognized that most economic development activities undertaken by institutions of higher education are primarily local or regional in nature. Our summary responses confirm this. Larger and specialized institutions, as well as those located in bigger cities, do have a much broader geographic focus. For example, Clarkson University lists the international community as one of its major foci, as does SUNY Plattsburgh. Environmental Science and Forestry, as a specialized institution, provides its services to the entire state and, in some cases, the rest of the country and the world.

Based on the cumulative scores, local communities as a geographic focus receives the highest score of 96 out of a maximum of 100, followed by the county of the colleges' location with a score of 81. International focus scores a low of 43. However, the lowest score for the "international focus" needs some explanation. What it means is that the international area is not the major focus for most ANCA institutions. The institutions' individual responses in Table 2 indicate that only three regard the international area as their most important focus while sixteen institutions give "local" communities the highest rating. It should also be kept in mind that because "international area" implies working with international corporations and businesses located in foreign countries, those institutions strong in international business programs would more likely regard this as its area of major emphasis. Within ANCA, Clarkson University, SUNY Plattsburgh and ESF seem to have that orientation. As another note of caution: some institutions giving a low rating to the international area in fact have a strong "export assistance" program designed primarily to help local businesses interested in exploring foreign markets. Several community colleges, especially MVCC, have strong export assistance programs.

F. Organizations/Agencies Making the Most Use of Public Service Activities: Using a scale of 5 to 1, the institutions were asked to rank order the organizations and agencies which made most use of their public service programs. Table 4 summarizes their responses (not all twenty responded to all questions). The table also includes a cumulative score for each organization.

Table 4: ORGANIZATIONS MAKING THE MOST USE OF PUBLIC SERVICES

	5	4	3	2	1	Cum. Score
Local governments	11	0	5	3	1	77
Businesses	8	6	3	2	1	78
Econ. development	6	6	5	0	2	71
Social services	8	5	6	1	0	80
Secondary education	8	6	3	3	0	79
Art, music, cultural	1	7	4	6	2	59
Environmental	3	5	8	2	2	65
Tourism	3	5	6	5	1	64
Health services	5	7	7	0	1	75
Agri, forestry, dairy	2	2	5	6	5	50
State government	6	2	5	5	2	65

Based on the cumulative scores, the organizations and agencies can be divided into three groups. Group I consists of organizations with a cumulative score of 70 and above. These organizations seem to make the most use of public service programs and include local governments, businesses, economic development agencies, social services departments, secondary education, and health services organizations. Group II consists of organizations with scores between 60 and 70 which appear to make slightly less use of public service programs. These organizations are involved in environmental, tourism and state government concerns. Group III consists of organizations with cumulative scores of less than 60. They make even less use of public service programs and include art, music, cultural, agriculture, forestry and dairy organizations.

It should be noted, however, that the above groupings are based on cumulative scores which should be interpreted with care. It is quite possible that an organization included in Group III may, in fact, make the most use of a particular institution's public service programs. For example, agriculture, forestry, and dairy organizations receiving the lowest cumulative score of 50 may actually be the most important user of the services offered by Paul Smith's College and/or Environmental Science and Forestry. Similarly, an organization included in Group I may make the least use of an institution's programs (e.g., Wadhams Hall and economic development organizations). It can be stated, nevertheless, that no single category of organization emerges as the dominant user of public service programs. This is, of course, not unexpected given the fact that most of the institutions within the ANCA region offer a wide variety of services and tend to meet the needs of more than one type of organization.

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G. Reasons for Public Service Activities: Why do institutions in higher education participate in public service? What factors motivate them to do so? Again, using a scale of 5 to 1, the institutions were asked to rank order six factors. Table 5 summarizes the responses and includes cumulative scores for each factor as well.

Table 5: REASONS FOR PUBLIC SERVICE ACTIVITIES

	5	4	3	2	1	Cum. Score
Enhances reputation	11	4	4	1	0	85
Generates support	13	1	5	1	0	86
Helps in raising external funds	1	7	7	4	1	63
Strengthens academic mission	9	7	4	0	0	85
Professional/moral obligations	8	8	3	1	0	83
Pressure from local community	1	3	6	3	7	48

Institutional rating of each factor and cumulative scores clearly indicate that no single factor emerges as the dominant reason for institutional involvement in public service. In fact, it appears that the four factors (enhances public reputation, generates public support, strengthens academic mission, and professional/moral obligations) that received almost identical cumulative scores collectively underlie an institution's involvement in public service. Raising external funds, while important, clearly does not appear to be the primary reason for offering public service programs.

It is worth pointing out that only one institution rated "pressure from the local community" as the most important reason for its involvement. Overall rating of this factor, however, is the lowest. Obviously, while institutions of higher education are engaged in public service for a variety of reasons, the least influential of these is pressure from their communities. It appears they generally undertake public service programs voluntarily, finding them both beneficial and rewarding.

Obviously, while institutions of higher education are engaged in public service for a variety of reasons, the least influential of these is pressure from their communities. It appears they generally undertake public service programs voluntarily, finding them both beneficial and rewarding.

H: Factors Inhibiting Public Service Activities: Institutions were asked to identify the factors which inhibit their involvement in public services by rank ordering the following six factors on a scale of 5 to 1. The results are presented in Table 6 with cumulative scores for each factor.

Table 6: FACTORS INHIBITING PUBLIC SERVICE ACTIVITIES

	5	4	3	2	1	Cum. Score
Conflict with mission	1	0	2	1	16	29
Lack of resources	9	4	6	0	1	80
Lack of faculty/staff interest	0	3	6	7	4	48
Lack of leadership support	0	1	2	2	15	29
Lack of public support/appreciation	0	0	2	4	14	28
Bureaucratic obstacles/ lack of flexibility	4	2	3	3	8	51

Lack of resources is clearly identified by most institutions as the major inhibiting factor. Only one institution listed it to be the "least" inhibiting factor while nine institutions rated it as "most" inhibiting. This type of response is not surprising. Most educational institutions, both public and independent, have recently confronted severe budgetary problems and accordingly, have had a difficult time adequately funding their primary missions of teaching and research. In times of budgetary crises, public service programs often become the target for cutbacks since these are not considered the primary or "core" parts of the institution's mission. It is, however, interesting to note that even though the restrictive budgetary situation is regarded as a major barrier to expanding (or even maintaining) public service programs, in their response to another question (see section D), fifteen institutions nevertheless indicated that they had increased their support for public service efforts over the past few years. In addition, only one indicated it had decreased its level of support. This inconsistency can perhaps be resolved by the following explanation. Institutions strongly committed to

Lack of resources is clearly identified by most institutions as the major inhibiting factor.

Some institutions have sought and received outside funds through grants and private contributions to expand or maintain their public service activities.

public service and desirous of expanding these activities, but finding it difficult to do so because of budgetary cutbacks, can nevertheless increase their public service activities by turning to those public service programs which do not use institutional funds directly. It appears some institutions have sought and received outside funds through grants and private contributions in order to expand or maintain their public service activities. In some cases, institutions have started charging user fees for their public service programs which had previously been offered free of charge. While either of these explanations might explain how public service activities can expand under severe budgetary constraints, it must be noted that it is difficult to draw any definite conclusions in this regard because it is simply not possible to know how these questions were interpreted by the respondents.

The other two factors identified as inhibiting public service activities are bureaucratic obstacles/lack of flexibility (cumulative score of 51) and lack of faculty/staff interest (cumulative score of 48.) While the cumulative scores for these two factors are very similar and may appear to be almost equally inhibiting, closer analysis of individual responses indicates that bureaucratic obstacles/lack of flexibility is considered a much more inhibiting factor than lack of faculty/staff interest. For example, four institutions have rated bureaucratic obstacles/lack of flexibility as the "most" inhibiting factor while no institution indicated lack of faculty/staff interest as "most" inhibiting. This contrast in ratings is quite interesting. Speculatively, bureaucratic obstacles/lack of flexibility seems to be a serious barrier especially for public institutions because of the many regulations to which they are subjected. For example, the almost legendary amount of paperwork required to get approval for new initiatives and other record-keeping requirements are often time consuming and frustrating. Independent institutions, while not totally free from these regulations, do, nevertheless, enjoy greater flexibility in planning and executing their public service programs.

The lack of faculty and staff interest in public service activities has often been attributed to an absence of clarity concerning the role of involvement these activities should play in the reward structure of an institution. It has been observed that most faculty and staff generally believe that public service activities do not count much in personnel policy decisions (promotion, tenure, reappointment, etc.). Several institutions, in their responses, mentioned that they were in the process of clarifying the role of public service activities in their reward structure. Perceptions of public service activities playing a lesser role in personnel decisions relative to teaching and research, however, are hard to overcome.

All other factors beyond those noted receive very low cumulative scores and are thus not considered serious inhibiting factors. One institution, however, rated "conflict with institutional mission" as its most inhibiting factor. This response perhaps reflects the dilemma faced by some traditional liberal arts institutions as to the extent of their involvement in public service activities.

I. Steps to Encourage Greater Participation: Institutions were asked to indicate specific steps they had undertaken over the recent past to encourage greater involvement in public service activities. Responses included clarification of the role of public service in the institutional mission and reward structure, hiring of professional staff, creation of new specialized institutes and centers for public service and developing linkages with area businesses and other groups. Given below are some specific steps undertaken to encourage greater participation in public service.

> "New strategic plan, mission and goals. New grants and maintenance of existing grants. New linkages with area schools." (Canton College of Technology)
>
> "Securing of grants, better institutional linkage with the community and businesses and a more clearly defined mission." (Clinton Community College)
>
> "A component of community service has been added to the criteria for promotion of professional staff." (North Country Community College)
>
> "Hired professional staff to manage Business Assistance Center. Hired part time staff to process additional registrations and contracts generated by increased participant levels." (Herkimer County Community College)
>
> "Increased dialogue with local government and business for leadership training and technological training. Increased number of extension sites." (Jefferson County Community College)

Institutions encourage greater involvement in public service activities through clarification of the role of public service in the institutional mission and the reward structure, hiring of professional staff, creation of new specialized institutes/centers for public service and developing linkages with area businesses and other groups

"Creation of Conference Services Office." (St. Lawrence University)

Allowing the use of campus facilities is an important service that institutions provide to outside groups. In many cases, campuses are the only places in the area which provide modern, high tech, well-equipped, spacious facilities.

J. Use of Campus Facilities: All institutions allow the use of campus facilities by outside groups so long as the events are consistent with campus policies. Most campuses charge a fee, depending on the frequency of use and type of facilities used, but in some cases, campuses waive the fee for non-profit organizations. Some campuses do not allow the use of their facilities if this is seen as competing with private facilities in the area. Most institutions insist that outside groups have adequate insurance as protection against any mishap while using campus facilities. The Office of Continuing Education and/or the Coordinator of Conference Centers usually serve as the contact points for use of campus facilities. Allowing the use of campus facilities is an important service that institutions provide to outside groups. In many cases, campuses are the only places in the area which provide modern, high tech, well-equipped, spacious facilities. For example, Jefferson Community College, the only campus in Jefferson and Lewis Counties, is often booked solid by outside groups in both counties and by others who want to organize events in that area. SUNY Oswego is the only college in Oswego County and experiences considerable demand for the use of its facilities. Holding an event at a college or university provides an air of credibility, recognition and, sometimes, prestige. A college is often a well-known entity in an area and can be used as an easily identifiable and reachable landmark for those traveling to the event. These factors tend to increase the demand for the use of campus facilities. It should be noted that allowing the use of campus facilities should not be taken lightly and it is not a cost-free service. Charging a fee not only helps to ration use but also it helps to pay for the cost of maintenance and the use of equipment. It is helpful to have institution-wide policies and/or guidelines and fee schedules for the use of facilities. These policies and/or guidelines should be reviewed periodically. The survey responses indicate that most ANCA institutions have such policies and/or guidelines in place.

K. Faculty and Staff Expertise: Each institution was asked to identify ten to twelve faculty and staff members who were active in public service programs and to list their areas of expertise. The profile for each campus, in Chapter II, contains this information. In addition, some campuses such as Fulton-Montgomery Community College, SUNY Institute of Technology at Utica/Rome and Herkimer County Community College publish a directory indicating faculty and staff along with their areas of expertise. These directories, updated periodically, are made available to community organizations and to others interested in using an institution's intellectual resources. At institutions where such directories do not exist, one can obtain the names of faculty and staff along with their relevant expertise by contacting the Office of College Relations or the academic deans.

Because of the diverse nature of these institutions, one can find expertise in almost every conceivable area at one or another of the institutions.

An important and vital aspect of any college's public service program involves making its intellectual resources available to help solve community problems. The twenty-one colleges and universities constitute an extremely rich resource for the ANCA region. Because of the diverse nature of these institutions, one can find expertise in almost every conceivable area at one or another of the institutions. Examples of such expertise include all types of engineering; business administration; nursing and health; social sciences; computer programming; physics and other natural sciences; and humanities. The ANCA institutions have over 8,000 employees, forty to fifty percent with Ph.D.s (or other terminal degrees) and another twenty to twenty-five percent with masters degrees. Thus, the region has a pool of highly qualified and talented people whose knowledge can be tapped for the development and enrichment of the region. In fact, if one were to extend this further, many other employees have a college degree of some type and in many cases, so do their spouses. The survey responses clearly indicate that almost every institution has a large group of faculty and staff interested in assisting their communities. These local pools of talented people are easily accessible and willing to share their knowledge.

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L. College and Community Interaction: The survey responses indicate a high degree of interaction between institutions of higher education and their communities. The "town and gown" relationship is alive and well in the ANCA region. College and/or university people are involved in almost every facet of community life. In return, many community people share their expertise by serving in advisory roles to vari-

By making themselves available to serve on local committees and boards in a voluntary capacity, the college/university people make significant contributions to improving the quality of life of the community.

ous college and/or university programs.

Individuals employed by ANCA colleges and universities serve their community and the surrounding region as members of various organizations. They serve on Boards of Education, public school committees, literacy organizations, hospital and hospice boards, village and county planning boards, economic development corporations, cultural organizations, civic organizations (Rotary, Kiwanis, Lions, etc.), religious organizations, and various political as well as social service organizations. In many cases, they serve in leadership positions, often as chairs or presidents. Because of their qualifications and experience, they enrich the work of these organizations. Assemblyman John O'Neil is a member of the Canton College of Technology faculty presently on leave from that institution. The Chair of the St. Lawrence County Planning Board is a member of Clarkson University's staff. The District Governor of the Lions Club comes from Canton College of Technology. The Chair of the Clinton County Legislature is from SUNY Plattsburgh. The President of the Utica Chamber of Commerce is from Utica College of Syracuse University. The Chair of the Montgomery County Task Force on Ethics is from Empire State College. The President of the Greater Oswego Chamber of Commerce is from SUNY Oswego. The President of the United Way of the Mohawk Valley is from Herkimer County Community College. Additionally, most college and university presidents offer their time and expertise by serving as members of several governing boards of profit and/or non-profit organizations in their areas. By making themselves available to serve on local committees and boards in a voluntary capacity, the college and/or university people make significant contributions to improving the quality of life of their community. Potsdam College estimates that nearly forty-five percent of its faculty and staff are involved in community service and each devotes nearly 100 hours a year in voluntary service. SUNY Institute of Technology estimates that, through voluntary contributions, it makes the equivalent of fifteen full-time employees available to community service projects.

The colleges and/or universities also call upon community people for their advice and expertise. The survey results show that many institutions have community people who serve in advisory capacities on various academic and other programs. Individuals from the community can be found on committees and boards including Foundation Boards, Curriculum Committees, Public Service Committees, Medical Laboratory Technology Committees, Criminal Justice Advisory Committees, Holiday Brunch Committees, Professors for a Day Committees and Career Planning Boards. Survey responses indicate the number of community people involved varies from a low of 80 (Wadhams Hall) to a high of 250 (Canton College of Technology, Utica College of Syracuse University and Potsdam College). Through this linkage, the college and/or university gains rich insights from the expertise of individuals from the community.

This college and community interaction is a unique aspect of the U.S. educational system. The ANCA region is no exception. Even though the region is rural and relatively depressed, this partnership is strong and commendable.

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M. Student Body: Enrollment of students from the ANCA region varies from a low of seven percent (Empire State College) to a high of ninety-nine percent (Mater Dei). Table 7 provides the percentage of students from the ANCA region usually enrolled at these institutions.

Table 7: PERCENTAGE OF STUDENT BODY FROM THE ANCA REGION

Institution	Percentage
Adirondack Community College	95
Canton College of Technology	78
Clarkson University	27
Clinton Community College	95
Empire State College	7
Fulton-Montgomery Community College	45
Herkimer County Community College	45
Jefferson Community College	90
Mater Dei College	99
Mohawk Valley Community College	(no information available)
North Country Community College	95
Paul Smith's College of Arts and Sciences	27
St. Lawrence University	30
SUNY Institute of Technology	90
State University College at Oswego	25
State University College at Plattsburgh	52
State university College at Potsdam	43
Utica College of Syracuse University	60
Wadhams Hall Seminary College	80

Most institutions make serious efforts to attract students from the ANCA region by visiting the region's high schools, holding college nights and offering scholarships specifically designated for North Country students.

Students at all institutions are involved in a variety of community service programs through their student service organizations. Activities most often undertaken include Big Brother/Sister programs, various fund-raising events for major charities (phonathons, walkathons, etc. for United Way, Cerebral Palsy, World Food Day, to name a few) and blood drives.

Internships and practica offer unique opportunities for students to gain real-world experience and, at the same time, organizations can benefit from free student help.

Some students are also involved in local businesses, governments, economic development and other organizations through internships and practica. Internships and practica offer unique opportunities for students to gain real-world experience and, at the same time, organizations can benefit from free student help. At some institutions, instructors involve students in a variety of community service experiences through their course work. Audiology courses and mentoring gifted students are two examples from Potsdam College and all MBA students at the Institute of Technology at Utica/Rome undertake a project dealing with a specific aspect or problem of business in the region (see campus profiles). Some schools even require students to undertake a public service project as part of their graduation requirements. Wadhams Hall, among the ANCA institutions, has such a requirement.

N. Consortia and Inter-institutional Cooperation: Institutions were asked to indicate if they were involved with other educational institutions, public schools and/or community organizations in the ANCA region in public service-related projects and/or studies. Several institutions responded affirmatively. Summarized below are selected responses.

- Great Lakes Research Consortium: designed to improve understanding of the largest system of fresh water in the world and involving SUNY Albany, State University College at Brockport, SUNY Buffalo, State University College at Buffalo, Clarkson University, SUNY ESF and State University College at Oswego.

- Fort Drum Consortium: designed to meet the educational needs resulting from the expansion of Fort Drum through extension services offered by Potsdam College, Jefferson Community College, State University College at Oswego, SUNY Institute of Technology at Utica/Rome, Empire State College and SUNY ESF.

- Mohawk Valley Quality Improvement Council (MVQIC): formed to promote awareness of total quality concepts within the business community involving Mohawk Valley Community College and three other colleges.

- NATCO: designed to promote economic development in and around Potsdam involving Potsdam College, Clarkson University, the Town of Potsdam, the Village of Potsdam and St. Lawrence County.
- CITTEC: created to encourage regional economic development through high technology and international business involving Potsdam College, Clarkson University, economic development organizations in the six counties of the North Country.
- Tech Prep program: designed to encourage BOCES students to consider continuing their education in technical programs at northern New York two-year colleges such as Canton College of Technology and six other two-year colleges and coordinated by the North Country Regional Education Center.
- Associated Colleges of the St. Lawrence Valley: created to share resources among the four colleges of Potsdam College, Clarkson University, Canton College of Technology and St. Lawrence University and publishes a newsletter of the activities at each school.
- Liberty Partnership: mentoring and counseling at-risk high school students to encourage them to finish high school and continue their education involving area high schools, Canton College of Technology, Potsdam College, Clarkson University and St. Lawrence University.
- North Country Consortium: formed to encourage work on joint projects, particularly the economic impact of the Canada-U.S. Free Trade Agreement on the North Country, among SUNY Plattsburgh, Potsdam College, Clarkson University and St. Lawrence University.
- North Country Community College has an articulation program with the Parishville-Hopkinton Central School in wilderness recreation leadership and articulation programs with Franklin-Essex-Hamilton BOCES in office technology and nursing.

Institutions of higher education now increasingly recognize the many benefits to be derived from working with other institutions in areas of mutual interests. By pooling and sharing their resources through consortia and inter-institutional cooperative arrangements, they can enhance their overall effectiveness not only in meeting internal needs but external ones as well. Similarly, educational institutions are now reaching out to various external entities (such as business, labor, government, economic development and other entities) to form partnerships and alliances to meet educational and public service needs. Institutions, businesses and others recognize their individual limitations and realize how, through cooperation, they can all expand their access to resources not available to them otherwise. Most of the consortia and cooperative arrangements among the ANCA institutions described above

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Faced with hard fiscal realities, institutions of higher education are now taking a more pragmatic as well as a more imaginative approach to the formation of consortia and other cooperative arrangements.

were developed over the recent past. This indicates a very healthy trend, especially in this era of specialization and growing demand for services. Faced with hard fiscal realities, institutions of higher education are now taking a more pragmatic as well as a more imaginative approach to the formation of consortia and other cooperative arrangements. In the process, everyone can win. Developing such alliances and partnerships, however, requires considerable give and take. Real partners must learn to rise above parochial interests and attitudes, and finally, astute leadership is necessary for these efforts to succeed.

The magnitude of the direct expenditure impact depends upon the purchases made locally by the institution, its employees, students and visitors.

O. Economic Impact of an Institution: Colleges and universities, like other businesses, create direct and indirect employment and spending impacts in their local economies. The magnitude of the direct expenditure impact depends upon the purchases made locally by the institution, its employees, students and visitors. For a rural region, the "local" economy is generally defined as the county within which the college or university is located. To the extent these college entities buy goods and services from outside the local economy (i.e., the county), the magnitude of a college's direct expenditure impact is reduced. Economists refer to this process as "leakages." Indirect expenditure impact is based on the concept of multiplier or so-called ripple effect as every dollar of direct local spending creates additional expenditures within a local economy. The magnitude of indirect spending depends upon the magnitude of the multiplier. Research on this subject suggests that the multiplier ranges from 1.5 to 3.0.[9] The use of the proper multiplier is important to correctly measure indirect expenditure impact. The total economic impact of a college and/or university is the sum of both direct and indirect expenditures. Estimating the actual economic impact of a college or university requires careful analysis of the local expenditures made by various entities within the college or university and use of the proper multiplier.

In the survey, colleges and universities were asked to indicate the magnitude of their economic impact. More than half of the ANCA institutions had conducted an economic impact study. The profiles of individual colleges and universities contain specific information on each institution's economic impact. In reporting these campus estimates, no attempt has been made to examine the methodology used. It is possible that two institutions located in the same county used different multipliers. Thus, the economic estimates may not be comparable among the campuses and should be used with caution. For the institutions which did not conduct an economic impact study, estimates of their annual operating budget and the number of full-time equivalent (FTE) staff and FTE students enrolled are given. One can at least get some indication of the size of the economic impact from these data. Table 8 presents the estimates of economic impacts of those institutions which had conducted an economic impact study.

Table 8: ECONOMIC IMPACT OF SELECTED INSTITUTIONS

Institution	Total economic impact (in millions of dollars)
Adirondack Community College	27.9 (1990-91)
Canton College of Technology	35.7 (1991-92)
Clarkson University	57.0 (1989-90)
Clinton Community College	53.5 (1990-91)
Fulton-Montgomery Community College	14.8 (1990-91)
Herkimer County Community College	28.0 (1990)
Jefferson Community College	35.9 (1990-91)
Mohawk Valley Community College	60.1 (1990-91)
North Country Community College	9.20 (1989)
St. Lawrence University	31.8 (1989-90)
State University College at Oswego	72.9 (1990-91)
State University College at Plattsburgh	122.0 (1991)
State University College at Potsdam	70.9 (1989-90)
Utica College of Syracuse University	57.5 (1991)

The data of Table 8 suggests that in addition to enriching the social, educational and cultural life of the communities in which they exist, ANCA-area colleges and universities significantly contribute to the economic stability of these communities. The colleges and universities further contribute to the economic well-being of the community by bringing visibility to the area. Additionally, the presence of institutions of higher education is often used as an asset for attracting new businesses. Because of the direct and indirect economic contributions the colleges and universities make, as well as their social, educational and cultural contributions, these institutions of higher education are often considered a catalyst for promoting economic development.

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CHAPTER 2

Public Service Profiles of Colleges and Universities

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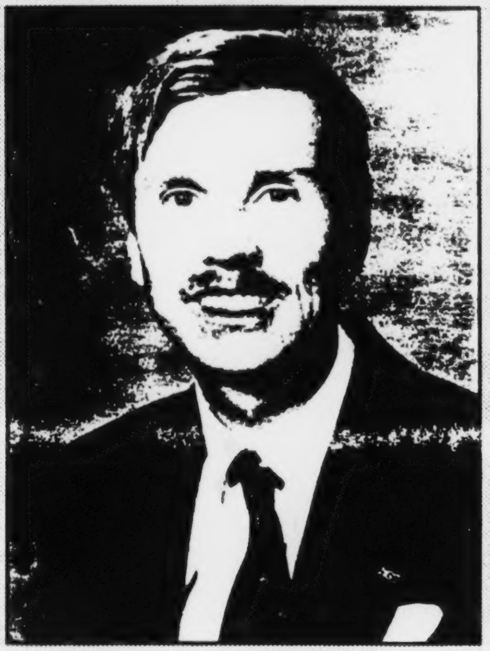
NOTE:

The campus profiles were prepared from the information contained in the survey responses and from supporting information provided by the colleges and universities. Supporting material included such things as college catalogs, mission statements, annual reports, program brochures, etc. In some cases, additional information was also obtained verbally from individuals listed as contact people.

In preparing these profiles, some material from the institutional supporting documents were used in almost verbatim form. However, it is difficult to identify all of the sources used. For example, a paragraph in a campus profile may have three lines from one document and one or two lines from another document or a line from a different page in the first document. A connecting line may then have been written to bring them together to maintain the flow. It is, therefore, not easy to acknowledge each and every source used. In general, twenty to twenty-five percent of the material for each profile may have come directly from campus publications. This statement should be taken as an acknowledgment and sources of material used can be provided upon request. In any case, no copy-righted material was used.

Draft profiles were prepared and sent to each campus contact person (with a copy to the campus president) for review and changes. It was emphasized to the contact people that they must check the data and accuracy of statements made concerning their public service activities. The material presented in each profile is basically what was given by the campuses. These profiles are descriptive and informative and not evaluative.

Institutions were extremely cooperative in returning the corrected profiles on time. Needless to say, without their cooperation, these profiles would not have been completed.



Adirondack Community College

Adirondack Community College considers itself an active partner in our region's public service activities. We encourage relationships appropriate to our mission and are proud of our connections with dozens of regional organizations.

We are the community's college. Opening our campus to our constituents and providing opportunities for everyone allows us to flourish as an institution, as well as contribute significantly to our area's quality of life, economic vitality and cultural enrichment.

Roger C. Andersen
President

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Adirondack Community College

Brief Description of Institution

Adirondack Community College (ACC) is a comprehensive two-year co-educational community college which offers two Associate in Arts Degrees, five Associate in Science Degrees, twenty Associate in Applied Science Degrees, one Associate in Occupational Studies, eight Certificate Programs and a diversified Community Education Program.

Sponsored by Warren and Washington Counties, ACC was the first community college in the State to be sponsored by two counties. A portion of the College's funding is raised by county taxation with the remainder being derived from student tuition and contributions from the budget of the State University of New York.

In subscribing to the motto of the State University of New York: "To learn, to search, to serve," the faculty and staff at Adirondack Community College are committed to the following goals: (1) excellence in curriculum development, teaching and programming which encourages achievement of basic competencies, acquisition of general knowledge, preparation for further studies, and acquisition of skills and knowledge to live effectively in society; (2) offering curricula in the arts, sciences and vocations which allow graduates to transfer to other institutions to pursue further study and/or return to the community prepared to live fuller lives; (3) offering curricula and courses geared to emerging career areas, upgrading or updating present job skills, and retraining for new careers or new job skills; and (4) promoting the comprehensiveness and diversity of College programs and services to the residents of the region, enhancing overall visibility, and emphasizing the College's commitment to excellence and to becoming the finest community college of its size and type in the nation.

Adirondack Community College aspires to contribute to the quality of life of the people it serves.

Significance of Public Service Activities

As an institution of higher education whose primary service area includes Warren, Washington, and neighboring counties in northeastern New York, Adirondack Community College aspires to contribute to the quality of life of the people it serves. Operating under the Full Opportunity Program philosophy of the State University of New York, the College strives to provide educational programs and services of high quality that are comprehensive, accessible, responsive and flexible.

Adirondack Community College is committed to promoting working relationships between the College and various community groups, including the region's business and industry.

The College seeks to meet community needs by serving as an intellectual, economic, cultural and social resource that adds meaning, scope, interest and richness to people's lives. To fulfill this mission effectively, the trustees, faculty and staff are committed to the further development of Adirondack Community College so that it continues to flourish as a vibrant and healthy community educational institution.

The overall guidance for public service activities, as with all College direction, comes from the Office of the President with the Office of Continuing Education, the Business and Industry Center, the Student Government and the Office of Community Relations providing much of the supportive programming.

Adirondack Community College is committed to promoting working relationships between the College and various community groups, including the region's business and industry. The partners in these relationships cooperate in identifying and solving community problems, thereby helping to facilitate regional economic development and further enhance the quality of life.

The College considers itself a vital part of the region it serves and is geared primarily to meeting the needs of the communities within its service region. Furthermore, ACC targets its public service activities to the organizations in its geographic region that can best be helped by what ACC has to offer: local governments, businesses and economic development organizations. Social service agencies; secondary education; art, music, and cultural organizations; environmental organizations; and tourism agencies also make important use of the College's services.

ACC believes its activities are appreciated by the community. ACC also notes that the College is rewarded several times over for its involvement in public service activities by an enhanced reputation, increased public awareness, help in raising external funds, and a strengthened academic mission based on the community's needs.

Major Regional Development Activities

The College strives to use its resources creatively, both in people and in dollars, to meet community needs as best it can. ACC has undertaken initiatives that follow logically from its areas of academic

ACC has undertaken initiatives that follow logically from its areas of academic strength while also serving important community needs.

- ***Business and Industry Center***
- ***Adirondack Educational Partnership***
- ***Consulting Services***
- ***Intercultural International Education***
- ***SCORE***
- ***Canadian-American Business Association***

strength while also serving important community needs.

• The Business and Industry Center was established as a training and resource center for the local business community. The Center offers a variety of management, professional continuing education, computer courses, and small business workshops. In addition to regularly scheduled courses and workshops which are open to the public, custom training programs, seminars and workshops are developed in direct response to individual businesses' requests for training. To ensure the success of the Center, an Advisory Board consisting of area business leaders has been formed.

The Center has offered a program, "World Class Manufacturing," which included the following topics: Introduction to World Class Manufacturing, JIT Manufacturing, Purchasing in the World Class Environment, Concurrent Engineering, the Quality/Productivity Improvement Process, and ISO 9000. The Center has also held a number of small business workshops on such topics as: Goal Setting and Strategic Planning for Small Business, Marketing for Small Business, Advertising Basics for Small Business, and Retirement Options for the Small to Medium-Sized Business Owner.

• The Adirondack Educational Partnership brings elementary, secondary and post-secondary educators together to develop collaborative efforts to achieve educational reform. The Partnership is committed to enhancing curricula, delivery systems, and the educational climate; increasing student retention in both secondary and post-secondary education; sharing resources; facilitating the professional development of area educators; and securing external funds to supplement school and College budgets. While hampered by increasingly tight budgets, the Partnership has succeeded in a number of efforts which have included a fall showcase highlighting various innovations throughout the region and the development of committees on cooperative learning.

• ACC faculty and staff are often asked by various local organizations to act as consultants and "experts" on topics of local concern. To deal with the requests, the College has developed a Speakers' Bureau and publishes a directory periodically. In particular, local media are invited to utilize the expertise of the faculty and staff . A brochure entitled "Give ACC's Experts A Call" is widely distributed among the local media.

- The Intercultural International Education project, one of the College's strategic emphasis areas, is designed to present a viable international program for faculty, staff, students and the community. The Program components include lectures, seminars, study abroad programs and special events.
- The Service Corps of Retired Executives (SCORE) is a national organization loosely affiliated with the Small Business Administration. SCORE is composed of retired business people who volunteer their time to counsel, upon request, small business owners who are experiencing difficulty in their businesses or who may be looking for ways to improve business operations.
- The Canadian-American Business Association (CABA) is an organization made up of business and professional people from the Albany-Glens Falls and Greater Montreal area. CABA's primary purpose is to promote commerce between the two regions through market expansion or joint venture opportunities.

College and Community Interaction

The College is involved with many community organizations such as Adirondack Regional Chambers of Commerce, the Private Industry Council, Rotary, the United Way, several human service organizations, and the Adirondack North Country Association. ACC believes these partnerships are necessary not only to the health of the region but also of the College.

This belief is shared by the significant number of ACC staff who take an active leadership part in community organizations. In particular, members of ACC's staff have served as Vice President of the United Way and Directors of the Adirondack Regional Chambers of Commerce. They have played other important roles in the Cerebral Palsy/Prospect Foundation School, the Lake George Arts Project, the Community Workshop, Inc., and the Hyde Museum.

In addition, ACC brings "town and gown" closer through the involvement of community people with various activities at the College. Approximately 100 local people per year serve on Curriculum

ACC believes these partnerships are necessary not only to the health of the region but also of the College.

ACC relies heavily on the willingness of faculty and staff to share not only their expertise in particular academic disciplines, but also their expertise as teachers, business people, and, in some cases, serious hobbiests.

Advisory Committees, the Business and Industry Center Board, and the College Foundation Board.

Conferences/Workshops/Non-credit Courses

One of the goals of ACC is to encourage working relationships with various community organizations to promote regional development. Conferences and workshops are a good way to meet this goal and the College has initiated a number of conferences and workshops in response to community needs. Community organizations also initiate conferences and workshops which the College not only supports with knowledge and expertise but also with physical facilities. ACC has sponsored or co-sponsored a Local Government Planning Symposium, an International Arts and Cultural Association Weekend Festival, the Adirondack Hot Air Balloon Festival, the Lake George Opera Festival, and the Glens Falls Symphony Orchestra.

The College uses Continuing Education courses, both credit and non-credit, as a further method of meeting its service goal. Courses offered in management and business take full advantage of the expertise and availability of the Business and Industry Center. Courses are offered in such topics as management training, world class manufacturing, professional development, technical training, and small business development.

ACC also has strong course offerings in the areas of computers, personal and career enhancement, basic skills, and special interests ("New York State Prehistory," "Teen Lit," "Interior Decoration," "Ancient Mexican Civilization," and "The New Universe.") During the 1991-92 year, 364 courses, workshops and seminars were offered which helped 5,220 residents pursue learning opportunities within their community.

Faculty and Staff

A critical part of the College's public service activities is the involvement of the faculty and staff. ACC relies heavily on the willingness of faculty and staff to share not only their expertise in particular academic disciplines, but also their expertise as teachers, business people, and, in some cases, serious hobbiests.

The ACC Speaker's Bureau is maintained by the College's Office of Community Relations as a free public service to the local communities. Individuals listed in the brochure will address community organizations at no charge. "Members" of the Speaker's Bureau include: Paul Arends, "A Community College -- Where the Dollars Come From -- Where They Go"; Anthony Cavaluzzi, "African Writing and/or Politics" and "Civil Rights in America: The African-American Struggle"; Walter Geer, "Computers" and "Emerging Trends in Data Communications and Networking"; Toni Greenlee, "How to Apply for College Financial Aid"; John O'Kane, "Cases in Criminal Justice" and "An Overview of the Criminal Justice System"; Anson Piper, "Drifting Continents and Conveyor-Belt Sea Floors" and "The Fossil Evidence of Evolution"; Dick Sehlmeyer, "Real Estate Licensing" and "Raw Land Evaluation and Development"; and Helen Zurlo, "AIDS" and "Stress: Positives and Negatives."

As mentioned earlier, the College supplies a brochure to members of the local media which lists "ACC's Experts." The media is invited to contact these experts, through the College's Community Relations Office, for assistance in providing "expert" commentary about a specific topic, in giving a "local" slant on a state or national story, or in suggesting another point of view.

Adirondack Community College Students

Ninety-five percent of the College's 3,500 students are from the ANCA region. Their involvement in public service activities is strongly encouraged by the College, and many of them take advantage of Student Senate and club organizations to interact further with the local communities. They have been involved in such projects as Walk America and a local Cerebral Palsy telethon. Through the availability of internships, many students acquire a better understanding of different sectors of the community and often develop possible career opportunities.

Economic Impact

A study of the economic impact of the College on the local economy was released in May, 1992. During the 1990-91 College year, 677 full-time jobs in Warren and Washington Counties were directly attributed to ACC. The total economic impact was estimated at $27,914,775, which

The total economic impact is estimated to be $27,914,775 which is over three times the College's annual operating budget.

was over three times the College's operating budget.

The study reinforces ACC's long-held contention that the College contributes to the economic vitality of the area as well as being a "blue chip" investment in human capital.

Contact People

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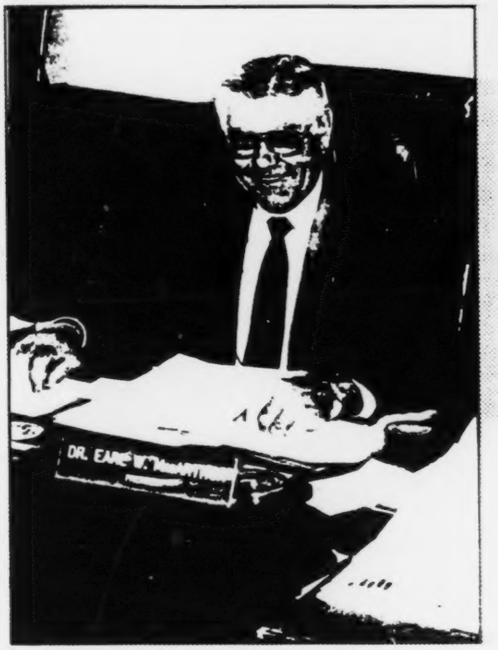
Louis Buck, Director of Business and Industry Center, 518-798-8463

Canton College of Technology



Public service activities are very important to Canton. It has made a substantial commitment to render such services as are appropriate to the College's mission. The College opens its campus to outside groups and provides a wide variety of credit and non credit courses, seminars and institutes designed to improve both the quality of life and the economic potential of the region.

Public service is a significant undertaking which enhances the image of the College as a good steward and a progressive partner in economic revitalization.

Earl W. MacArthur
President

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Canton College Of Technology

Dedicated to providing varied educational opportunities within the technologies, Canton offers thirty-two programs leading to an associate's degree and six programs leading to a one-year certificate.

Since the campus is located in a residential community that welcomes college-community interaction, students find that SUNY Canton provides a fine blend of college learning and small community involvement.

Brief Description of Institution

The State University of New York College of Technology at Canton is a tax-assisted, two-year, coeducational, residential college located on a spacious campus along the banks of the Grasse River. SUNY Canton shares the commitment of the University as a whole to provide educational opportunities for New York State Residents.

Students who choose to attend Canton College will find a friendly, supportive college that enables a student to develop and expand not only his/her intellectual capabilities, but also provides an opportunity to participate in co-curricular programs that enhance an individual's opportunity to develop socially, esthetically and athletically.

While faculty members at Canton College are genuinely interested in each student's welfare, they also have high expectations that students will succeed academically. They truly believe that a Canton College education will prepare its graduates to become successfully employed or to enter additional study for an advanced degree. Most faculty members have on-the job professional experience, are licensed in their fields and/or are current practitioners in their professions. The effective student-faculty ratio is 20:1.

Dedicated to providing varied educational opportunities in the technology fields, Canton offers thirty-two programs leading to an associate's degree and six programs leading to a one-year certificate. Students number over 2,300 and approximately one-third of the College's graduates transfer to baccalaureate institutions following completion of degree requirements at SUNY Canton.

Academic facilities include Southworth Library, which houses more than 50,000 volumes, over 400 periodical subscriptions and 1,500 tapes and recordings; the Academic Computing Center, which features Digital Equipment Corporation computers; two college farms; a six-channel, closed-circuit Educational Communications Center; and seven major instructional buildings. Approximately seventy percent of the campus' instructional space is comprised of laboratories.

Since the campus is located in a residential community that welcomes college community interaction, students find that SUNY Canton provides a fine blend of college learning and small community involvement.

Canton College is especially proud of its management education and training, small business assistance, Emergency Medical Technician training, real estate training, Rural Enterprise Alternatives Program (REAP), Industrial Training in Computer Numerical Controls, CAD/CAM and Industrial Motor Controls, and Automotive Technician Education. These areas of special strength reflect the College's involvement in the community and its commitment to public service.

Public service is a significant undertaking which enhances the image of the College as a good steward and a progressive partner in economic revitalization.

Significance of Public Service Activities

Public service activities are very important to Canton College. It has made a substantial commitment to render such services as are appropriate to the College's mission. The College opens its campus to outside groups and provides a wide variety of credit and non-credit courses, seminars and institutes designed to improve both the quality of life and the economic potential of the region.

Public service is a significant undertaking which enhances the image of the College as a good steward and a progressive partner in economic revitalization. Much of the credit for SUNY Canton's commitment to public service must go to Dr. Earl W. MacArthur for his efforts to keep public service activities alive and well during his 20-year tenure as President of the College. He has been ably assisted by Bryan Felitto, Executive Assistant, who oversees and guides the externally funded public service activities of the College, and Josephine Swift, Director of Continuing Education, who oversees community services. These activities are made possible by the strong support of various offices and departments at the College.

Canton College has made a significant impact on the region with many long standing projects that have received external as well as internal support.

Canton College has made a significant impact on the region with many long standing projects that have received external (often in the form of funding) as well as internal support. These include the Leadership Institute, the Rural Enterprise Alternatives Project, the Small Business Learning Center, and the Productivity Enhancement Program. These four programs generate approximately $225,000 of outside support and have served several thousand people as well as serving regional industries. In addition, approximately 40 outside groups and 15,000 people each year use campus facilities.

Public services are offered in one of two ways: (a) community

The College's activities are primarily focused on the local and county levels. From there, the College moves out to interact with the ANCA region and New York State, then on to Vermont and international regions.

services to groups and organizations managed by the Director of Continuing Education and Community Services and (b) public services sponsored by grants and contracts, such as the Leadership Institute, managed by the Executive Assistant to the President.

The College's activities are primarily focused on the local and county levels. From there, the College moves out to interact with the ANCA region and New York State, then on to Vermont and beyond.

Local governments, businesses, secondary education, New York State, and health and human agencies are the groups on which Canton College focuses its public service activities the most. Next in line are economic development groups and military organizations, followed by social services, environment, tourism, and agriculture, dairy, and forestry agencies. Art and music organizations make the least use of Canton's public service activities.

Many experiences garnered during the consultative process are transferred into regular instructional programs.

An enhanced reputation and increased public support are the major reasons for Canton College's involvement in public service activities. These activities help the College generate community support and raise external funds as well as strengthen the academic mission. Finally, although professional and moral obligations and requests from the community do affect its involvement in public service activities, they are not primary motivating factors. Canton College's activities are further reinforced by the links that are forged between public service and its more traditional academic role as educator. Many experiences garnered during the consultative process are transferred into regular instructional programs.

The College feels that its public service activities are greatly appreciated, particularly because annual process and product evaluations and other feedback received from clients indicate a very high degree of satisfaction. These accolades are coupled with a high incidence of repeat business and continued external support, both strong indications of quality performance.

Based on records of Sponsored Activity during the past three years, an increase in public service activity by the College has been noted. Each year, new firms and people participate in addition to original clients.

Among the barriers to promoting public service activities, Canton

College considers heavy teaching loads and the reduction of state support the greatest obstacles to further expansion of its activities. Lack of resources also greatly inhibits expansion of public service activities.

Heavy teaching loads and the reduction of State support are the greatest obstacles to further expansion of Canton College's public service activities.

Nevertheless, the College has taken steps to increase support for public service over the past few years. These steps have included a new strategic plan, mission and goals; new grants and maintenance of existing grants; and new linkages with area schools such as the Liberty Partnership Program and the new 1991-95 Tech Prep Initiative with northern New York two-year colleges and BOCES (Board of Cooperative Education Services).

Major Regional Development Activities

With strong support from its academic divisions and by focusing on its areas of strength, several excellent programs the College has encouraged economic development through SUNY Canton's major initiatives include the Leadership Institute, begun in 1985; the Productivity Enhancement Program, the Rural Enterprise Alternatives Projects, and the Small Business Learning Center, all begun in 1988; the Fort Drum Executive Development Group, the World Bank/Singer Projects, including one with Pakistan and one with Syria; and Regional Planning for the Governor's Regional Economic Reutilization Effort. Some of these receive external funding in addition to support from the College.

With strong support from its academic divisions and by focusing on its areas of strength, the college has encouraged economic development thorugh several excellent programs.

- *The Leadership Institute*
- *The Productivity Enhancement Program*
- *The North Country Agricultural Development Initiative*
- *The Small Business Learning Center*
- *The World Bank/Singer Projects*

• The Leadership Institute is a training program to help leaders become more effective. Program participants benefit from the opportunity to polish job-related skills, improve work attitudes, and acquire knowledge that can be internalized and applied in the work situation. Local businesses that have made use of the Leadership Institute include Kinney Drugs, Inc., Reynolds Metal, General Motors, Compas, Corning Glass, Zinc Corporation of America, and Kraft. A Regional Pharmacy Supervisor for Kinney Drugs, Inc. notes that of "all the conferences and seminars I have attended, this is the only one that has completely held my attention. This program is practical and well rounded with terrific instructors."

Another program under the sponsorship of the Leadership

Canton College's involvement with the community starts at the highest levels of the administration and filters down through the entire campus.

Institute is the Fort Drum Development Group which is an executive development seminar series for the leadership of Fort Drum.

- The Productivity Enhancement Program offers industrial training workshops for industry in northern New York. Topics have included Industrial Motor Control, Basic Electronics, and Basic Machining Principles. Area clients include the Potsdam Paper Company, Mitel, Corning Glass, the Newell Manufacturing Company, and the Papyrus Newton Falls Paper Company.

- The North Country Agricultural Initiative supports a series of agricultural demonstrations that model diversification efforts in the field of agriculture. These demonstrations are open to the public.

- The Small Business Learning Center is a cooperative effort of the Business Department of the College and the Regional Education Center for Economic Development of the New York State Department of Education. It is designed to provide needed services such as individual consultations, business plan formulation, financial assistance counseling and training information to prospective, new and established small business owner-managers. The Small Business Learning Center has held over 25 seminars and counseled over 160 potential entrepreneurs. It has been noted that, without assistance from the Small Business Learning Center, North Country Building Supplies would not be in business today. Other small businesses assisted include Massena Building Supply, Inc., the Madrid Hotel, Alex's Ice Service and the Lisbon General Store.

- The World Bank/Singer projects involve custom-designed training serving both faculty and students from Syria, Pakistan and other Third World nations. Foreign faculty received training on the design of laboratory sequences while students were provided with applied practical training in automated manufacturing. These projects supplemented theoretical engineering preparation programs.

College and Community Interaction

Canton College's involvement with the community starts at the highest levels of the administration and filters down through the entire campus. Evidence for this is seen in the active role played by individual members of the College's faculty and staff. For example, the

Executive Assistant to the President is a member of the Private Industry Council of St. Lawrence County; the Governor's Regional Cabinet to develop a Regional Economic Development Plan; the Council for International Trade, Technology, Education, and Communication (CITTEC); the Advisors to the Regional Education Center for Economic Development; the Northern Technology Council; and a former member of the Governor's Manpower Planning Council. The Director of Continuing Education is a member of the St. Lawrence Emergency Services Council, Canton Chamber of Commerce, and the St. Lawrence County Chamber of Commerce.

Other Canton College people serve on ANCA, chambers of commerce, and all service clubs (Lions, Rotary, etc.) For example, the recently retired Vice President for Academic Affairs was the District Governor of the Lions Club. In addition, the Presidency of the Canton Lions Club is often filled by a Canton College person as is the Presidency of the Canton Club.

Individuals from the local community serve on Advisory Committees for all curricula. Each program has a group of six to eight practitioners who regularly advise on curriculum design, outcomes, facilities, and resources. It is estimated that about 250 people from the community serve in this capacity. The College has benefited greatly from their involvement and advice.

Individuals from the local community serve on Advisory Committees for all curricula.

Conferences/Workshops/Non-credit Courses

While committed to meeting community needs in a way that best matches the different requirements of its clients, Canton College must also make as efficient use of its resources as possible. Conferences, workshops and seminars allow flexibility to meet individual needs while insuring that the College's services are available to more than one individual or group. Non-university clientele must represent a not-for-profit organization before they may make use of Canton College's facilities. Certificates of insurance are also required for users of facilities when active physical activity takes place.

Non-university clientele must represent a not-for-profit organization before they may make use of the College's facilities.

Over the recent past, external groups that have made use of services at the College include the New York State Department of Environmental Conservation; the New York State Association of Educational

Secretaries; the Northern New York Builders' Exchange; the St. Lawrence County Chapter Association for Retarded Citizens; the New York State Department of State, Division of Codes; the New York State Department of Agriculture and Markets; the New York State Milk Sanitarians; and the St. Lawrence County Planning Office and Cornell University cosponsored a conference on Zebra Mussels Control.

Canton College is also proud of the training that it provides local groups. General Motors Institute and Ford Motors are just two of the many companies that have received specialized training.

The Office of Continuing Education and Community Service is also frequently involved in planning conferences on local issues. For example, conferences initiated included one on the Taylor Law to update Labor and Management personnel; an AIDS forum for EMT's; Food Service Sanitation Workshops; and an Interactive Teleconference for Educators, Clergy and Funeral Directors entitled "When a Student Dies."

Canton College's list of credit and non-credit courses to meet community needs is extensive.

Canton College's list of credit and non-credit courses designed to meet community needs is extensive. In 1991, the College offered courses on Real Estate, Basic Emergency Medical Technician training, Critical Trauma Care, Pediatrics Trauma Care, Auto CAD Drafting, Commercial Loan Officer Development training, Civil Service Workshops and about ten other topics.

Canton College people strongly support the College's public service activities. Their dedication and caring make these programs a success.

Faculty and Staff

SUNY Canton people strongly support the College's public service activities. Their dedication and caring make these programs a success. Individuals who are actively involved in various programs include Drs. Eric Pellegrino and Arthur Hurlbut; Professors Edward Fay, Ronald Meshurel, Wayne Clark, Fred Senk, William Lewis, Robert Jennings, Mike Gordon, Thomas Dalton and Bruce Dartt; Mr. Boyd Jones; and Ms. Diane Para.

In addition, faculty and staff have undertaken many studies that have a direct impact on the region. Examples include "An Analysis of the Impact of the College of Technology on Various Populations," 1988 (a marketing study) and "The Ninth Decade of Change - An Organizational Development Study of Canton College of Technology - 1990."

Both were internal studies done by Bryan J. Felitto.

Further examples are * "Preparation and Properties of Uniform Mixed and Coated Colloidal Particles," Dr. Barlow Aiken, Professor of Chemistry, 1990; and *" OVINE Genetics Research," Dr. Carolyn Pierce DVM, 1990. The asterisk denotes that external funding was received to help complete the project or study.

Through its work with other schools in the area, the College has taken steps to broaden the impact of its public service efforts.

Canton College does recognize faculty and staff who participate in public service, although quality teaching is a principle value of the school and the reward system for promotion is skewed toward this end.

Canton College Students

Seventy-eight percent of Canton College's student population comes from the ANCA region. Therefore, many students are predisposed to involve themselves in public service activities because of the impact these activities have on their home communities. Students are involved in community activities primarily through local fraternities and sororities. Furthermore, the Civil Construction Engineering Technology Club annually does the layout for the Ogdensburg Expo and the Nursing Club does a Health Fair at the Ogdensburg Expo. Finally, Veterinary Science students and assorted pets visit an area nursing home one day a week .

Through its work with other schools in the area, the College has taken steps to broaden the impact of its public service efforts. The Liberty Partnership Program with area secondary schools is one way of reaching at-risk students. PATS, STEP and CSTEP programs with the State University College at Potsdam reach out to disadvantaged student populations. Next year, a new initiative in Tech/Prep programming with six northern New York two-year colleges, four BOCES organizations, and area secondary schools will offer Occupational Education courses. The SBLC at Canton and SBDC at Jefferson Community College also work closely together.

In addition to the Liberty Partnership Program, the College makes other efforts to reach local high school students including making almost fifty scholarships available to local students. Furthermore, eighty-five percent of students at the College receive some form of financial aid.

Canton College's total economic impact is estimated at $35.70 million for 1991-92.

Economic Impact

Canton College has a significant economic impact on St. Lawrence County both in terms of dollars spent and the number of jobs created. For 1991-92, the College employed 406 FTE (full time equivalent) staff.

The College's direct expenditure impact is estimated at $17.33 million and the indirect expenditure impact is $18.37 million, making the total economic impact $35.70 million for 1991-92.

Contact People

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Ron Meshurel, Project Director, Productivity Enhancement Program, 315-386-7217
Don Lyon, Director, Academic Development Program, 315-386-7309
John Pope, Director, Academic Computing Center, 315-386-7420

Clarkson University

Clarkson University's mission is one of public service: primarily, the education of men and women for careers in engineering, science and management. The impact that our students, faculty and staff have on the North Country extends beyond the classroom. Clarkson is exerting a major, positive economic impact in our region.

Richard Gallagher
President

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Clarkson University

Clarkson University was founded in memory of Thomas S. Clarkson, a northern New York resident characterized by his varied successful business operations and his deep concern for humanity.

The University's village setting draws students who seek a professional education in a scenic, supportive environment.

Brief Description of Institution

Clarkson, an independent university, is located in Potsdam (population 11,000), an historic village on the Racquette River in northern New York. Clarkson University was founded in memory of Thomas S. Clarkson, a northern New York resident characterized by his varied successful business operations and his deep concern for humanity. The first building was completed and the first classes held for 17 young men and women on September 2, 1896, at the Thomas S. Clarkson Memorial School of Technology. In 1913, the charter was amended and the name changed to the Thomas S. Clarkson Memorial College of Technology. Steady growth and development resulted in the New York State Board of Regents designating Clarkson a university on February 24, 1984.

Today, Clarkson enrolls approximately 3,100 undergraduate students and 400 graduate students. Life at the university is distinguished by three major characteristics: excellence of the faculty and students, professional orientation of the curricula, and friendliness of the people. The University's village setting complements these characteristics and draws students who seek a professional education in a scenic, supportive environment. The University attracts intelligent, motivated men and women with strong career interests in engineering, management, the sciences, and technical communications.

The major organizational units at Clarkson are the School of Engineering, the School of Management, the School of Science, the Faculty of Liberal Studies, the Industrial Distribution Program, the Graduate Schools, and the Division of Research. The 640-acre wooded campus is the site of 37 buildings, and the University's physical facilities are valued at over $75 million.

The School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB), a distinction shared by fewer than one in five schools nationwide.

The Schools of Engineering and Management offer a combined program in the Industrial Distribution major that leads to careers in technical sales, marketing, quality control engineering, or operations and materials management.

The School of Science offers an interdisciplinary major in Industrial

Hygiene - the study of health and safety in the workplace. This undergraduate degree program is the only one of its kind in New York State.

Clarkson's leadership role in regional technology, international trade programs, regional economic development, manufacturing systems, small business assistance, entrepreneurship, computer information systems assistance, and education are the hallmarks of its value to the community and its greatest strengths.

Clarkson's leadership role in regional technology, international trade programs, regional economic development, manufacturing systems, small business assistance, entrepreneurship, computer information systems assistance, and education are its greatest strengths.

Significance of Public Service Activities

A major reason for the establishment of the school in 1896 was to provide technical skills to the local workforce. Clarkson has continued to maintain that tradition and commitment and, in fact, has made its services available far beyond the local area to include the North Country region, the state and the world.

A major reason for the University's establishment was to provide technical skills, Clarkson has continued that tradition and commitment, and extended its services far beyond.

Clarkson's commitment is bolstered by the manner in which the community at large appreciates its services. Over the past few years, Clarkson has increased its support for public service activities by leveraging corporate, government and University funds to pursue a broader range of services.

These services and activities take place within a broad geographic spectrum with primary focus on the ANCA region, New York State and international areas, with special emphasis on Canada. The local community and county are also important foci of Clarkson's public service activities.

Within this geographic spectrum, a further breakdown by type of organization serviced can be made. Economic development organizations, secondary educational institutions and state government make the most use of Clarkson's public service activities. Businesses and tourism agencies are next in line, followed by local governments; social service agencies; environmental agencies; health and human services organizations; and agriculture, forestry, and dairy organizations.

Clarkson lists many reasons why it is involved in public service activities. Enhancing the University's reputation, generating public support and helping to raise external funds are among the most important reasons. Strengthening its academic mission and fulfilling its professional and moral obligations are also considered important.

At the highest level, the Office of the President is responsible for all public service planning and programming.

Contrasting all the positive reasons why Clarkson is involved in public service activities are the factors that inhibit the University's involvement. The lack of resources is considered the major inhibiting factor to the University playing an even greater role in public service activities. Least inhibiting is lack of public support.

The direction and control of these activities is overseen by various offices which include the Office of the President, the Office of Executive Vice President, the Office of Government Relations, the Center for Advanced Materials Processing (CAMP), the Center for Continuing Education, the Center for Canadian-U.S. Business Studies, and the Admissions Office. Each of these offices covers a particular area of Clarkson's overall public service activities.

At the highest level, the Office of the President is responsible to the Board of Trustees for all public service planning and programming. The Office of the Executive Vice President oversees University staff involvement in public services activities and is responsible for the planning and oversight of the services provided by CITTEC, DANC, NATCO, and CAMP.

Major Regional Development Activities

CAMP is designed to involve Clarkson in a technology transfer program that will aid regional economic development.

Clarkson has established several programs directed toward meeting the region's technical, economic, educational, business and social needs. In developing these outreach programs, the University has utilized its strengths in various academic areas.

- The Center for Advanced Materials Processing (CAMP) is designed to involve Clarkson further in a technology transfer program that will aid regional economic development. Its mission is to perform innovative research and conduct educational efforts involving the processing of high-technology materials likely to be of interest to New York State industry.

- Clarkson's Center for Continuing Education coordinates all summer programs as well as develops new continuing education and public service programs. It also serves as a liaison between the University and external groups seeking the use of University facilities. Throughout the year, the Center coordinates and sponsors conferences, workshops and seminars on topics of special interest to the University and to northern New York as well as to national and international constituencies.

• The Center for Canadian-U.S. Business Studies is part of the School of Management. It is designed to create an educational environment that fosters effective collaboration among business, government and academic institutions and to support research involving issues concerning Canadian-U.S. business relations.

• The Entrepreneurship Series of workshops is designed to attract individuals who are interested in learning more about entrepreneurship or who are currently in business and seeking opportunities to move to a new level of business activity.

• The Summer Manufacturing Program helps technical managers and engineers develop the skills and knowledge to manage manufacturing resources to meet the challenges of global competition effectively. This unique interdisciplinary program offers two courses each summer for four to five years and awards the participants a Master's Degree in Manufacturing Systems upon completion of the required work.

• The Export Trade Demonstration Project is designed to help businesses in northern New York and Canada take advantage of the Free Trade Agreement. Through the use of market analysis, modeling and expert consultation, the Project has helped a number of businesses with cross-border trade.

• The Professional Engineer Review courses provide necessary skills updating for employees of local industry.

• Clarkson University is a founding member of the CITTEC and NATCO Boards which play an important role in encouraging economic development in the region through the attraction of high-technology business.

College and Community Interaction

Clarkson University and its people are fully involved in the local community. This is reflected in the large number of organizations and associations in which they have membership. These include ANCA, the Potsdam Village Chamber of Commerce, the St. Lawrence County Chamber of Commerce, the Heart and Stroke Support Group, the Fire

Major Regional Development Activities

- ***CAMP***
- ***Center for Canadian-U.S. Business Studies***
- ***Continuing Education***
- ***Entrepreneurship Series***
- ***Summer Manufacturing Program***
- ***Export Trade Demonstration Project***
- ***Professional Engineer Review***
- ***CITTEC***
- ***NATCO***

Clarkson University and its people are fully involved in the local community through organizations and associations.

Involvement with the community is a two-way street at Clarkson as many local people participate in Clarkson activities.

Department and Rescue Squad, CITTEC, NATCO, the Nursing Home Board, PTSA, Business and Professional Women, area school boards, area Village/ Planning/Zoning Boards, the Canton-Potsdam Hospital Board, United Way, Rotary, 4-H, Public TV/Radio, ROTC Toy Drive, Music Theatre North, Lions, Potsdam Library, Kiwanis, Potsdam Museum, Potsdam Neighborhood Center, Knights of Columbus, VFW and DAV.

In particular, Clarkson people have made significant contributions of time and effort to these organizations by accepting leadership roles or holding office. Clarkson people have served as chairs of Rotary committees; as members of the Board of the Potsdam Central School District, Potsdam Village Trustees, advisory boards for area banks, and the boards of trustees for other schools in the area; and as directors of ANCA.

Involvement with the community is a two-way street at Clarkson as many local people participate in Clarkson activities. The School of Science Pre-College Advisory Council includes five to ten pre-college science teachers from area schools. Local area high school and college teachers served on the organizing committee of the CCCE (Committee on Computers in Chemical Education), National Computer Workshops, the STS (Science, Technology, and Society) Workshop, and the NERM 20 (American Chemical Society North Eastern Regional Meeting) Symposia in the summer of 1990. The Engineering Advisory Council includes twenty-eight members from regional industries. Four of the judges for the ASME (American Society of Mechanical Engineers) Student Regional Meeting, held at Clarkson on April 18-20, 1991, were from local industries. Projects from the Corning Glass Plant in Canton, New York have been used for Clarkson's Integrated Design course for many years (normally this involves approximately ten Corning employees). Additionally, students from A.A. Kingston Middle School in Potsdam were used to judge toys designed by Clarkson's Mechanical Engineering students in April 1991.

Conferences/Workshops/Non-credit Courses

Clarkson is involved in a wide range of workshops and non-credit courses that can best be presented in three different categories. First, there are the events which originate with Clarkson. These are usually sponsored by a member of the faculty and staff and utilize many of Clarkson's own resources. This category includes courses taught to meet community needs.

The second category involves those events initiated by an outside organization, but with significant participation by Clarkson faculty and staff, and with the use of Clarkson's resources.

The final category includes events that are initiated by and for outside groups with the University's involvement usually limited to providing facilities for these events. Clarkson allows the use of its facilities by the public with the following guidelines: when not required for campus community use, facilities are available on a fee-for-service (direct cost) basis through the Office of Continuing Education or the Athletic Department; each group must carry a $1 million liability insurance policy; and facilities are not available for political fund raising.

Clarkson allows the use of its facilities by the public when not required for campus community use, on a fee-for-service (direct cost) basis.

In the first category, Clarkson has initiated a number of workshops and conferences on local issues. Prime among these are the Clarkson University/Key Bank Symposium on "Canadian U.S. Economic Opportunities in Services and Investment: A Regional Perspective," May 31, 1991; the President's Symposium on Free Trade, October 1988; the Research Experience for Undergraduates (REU); Project Challenge; Summer Chemistry Research for High Ability High School Students; and the Faculty Outreach Program (faculty speakers available to high schools in New York State).

Clarkson has initiated a number of workshops and conferences on local issues.

Furthermore, students in Mechanical Engineering, along with a faculty advisor, organized an ASME student regional conference, April 18-20, 1991, at Clarkson which was attended by approximately eighty-five students and advisors from eighteen other Mechanical Engineering Programs in the Northeastern U.S.

Clarkson's non-credit educational courses include SCOPES (for high school students, held during the summer to allow the students to experience college life and to learn about the range of careers available to Clarkson graduates), Horizons, Saturday Enrichment, and Students Tutoring on the Reservation. These programs are primarily designed for middle school and high school students.

Clarkson recognizes the serious need for students trained in all areas of science and math.

Recognizing the serious need for students trained in all areas of science and math, Clarkson feels the best way to encourage development in these areas is to instill an interest in science and math in children as early as possible. Clarkson is committed to a continuing effort in reaching these children.

Courses taught for credit at Clarkson include the Summer Graduate Program in Manufacturing Systems and Professional Engineer Review.

Clarkson has hosted a number of conferences that were initiated by people from outside the University. These include Assemblyman John O'Neil's Symposium on Solid Waste Management Alternatives (1991) and National Chemistry Day (one hundred and twenty students and fourteen high school teachers representing thirty-seven high schools). The Office of Continuing Education at Clarkson has also sponsored a 9 to 5 Workshop for the local chapter of 9 to 5 (an organization for office and clerical workers), a Real Estate Seminar, and a Tax Law Seminar.

The Office of Continuing Education oversees the greatest number of outside events. This Office has made Clarkson's facilities available for such groups as the Church of Latter Day Saints; Niagara Mohawk; ANCA; Xerox Corporation; New York State Council for the Humanities; Presbyterian Synod; St. Lawrence National Bank; New York State Department of State; Independent Bankers Group; Combustion Engineering; New York State Power Pool; Goulds Pumps; Adirondack Discovery Group; Franz Joseph Haydn Seminar; Smithsonian Group; Printers Seminar; Alcoa 25 Year Club Dinner; Potsdam Hospital Board of Directors Meeting; Public Hearing on Hydro Plants (Niagara Mohawk); St. Lawrence County Chamber of Commerce; First Church of Christ Lecture; 3 R's Teleconference; Small Business Seminar; and NATCO; and, in the fall of 1989 and 1990, area high school Superintendent's Day conferences for science teachers in BOCES districts were held at Clarkson.

Faculty and Staff

Clarkson takes pride that its faculty and staff are involved in public service activities and encourages this participation in community activities.

Clarkson faculty and staff also share their expertise with the local community through individual effort and through various public service activities including CAMP. In fact, the CAMP Center and the Entrepreneurship Series can be seen as Clarkson's latest efforts to bring individual faculty together with local entrepreneurs.

Clarkson takes pride that its faculty and staff are involved in public service activities.

Examples of Clarkson people willing to share their knowledge are Dr. Ralph Janaro (Preliminary Productivity Assessment), Dr. Michael Bommer (Preliminary Productivity Assessment), Dr. Brian O'Neil (Management Consulting), Professor Mark Cornett (Marketing, Professional Development), Dr. Victor Pease (Organization Development), Dr. Susan Raynis (Supervisory Development, Organizational Assessment), Dr. Eugene Kaczka (World Class Manufacturing), Dr. Fredric Menz (Economic Development Planning), and Dr. Donald Rosenthal (Chair of Science Network for Teachers' Learning Center).

Over the years, Clarkson faculty and staff have conducted several projects and studies on local issues. The following limited list gives some idea of the broad range of these projects and studies. Those marked with an asterisk received external funding. * Philip K. Hopke, "Development of Multivariate Analysis Procedures for Ontario Air Quality Data," Grant #433G Ontario Ministry of the Environment; * Thomas C. Young, Anthony Collins and Robert Sinsabaugh, "Investigations on Black Lake Water Quality," St. Lawrence County Soil and Water Conservation District: January 1989-March 1990; * Poojitha D. Yapa, "Simulation of Vessel Traffic in St. Lawrence River," U. S. Department of Transportation, St. Lawrence Seaway Development Corporation, October 1989-February 1991; *M. Petersen, "Study of Stone Churches in St. Lawrence County"; * C. O'Brien, "Studies of Lake Champlain and Canadian U. S. Relations"; * J. Gravander, "Management of Solid Waste in St. Lawrence County"; and J. Wojcik, "Mohawk Culture and Business Culture."

An important aspect of Clarkson's public service activities are those projects that Clarkson carries out in conjunction with other colleges and universities in the area.

An important aspect of Clarkson's public service activities are those projects that Clarkson carries out in conjunction with other colleges and universities in the area. Clarkson is especially pleased to make note of the work it did with Potsdam College on the development of CITTEC and NATCO and in two joint research projects with St. Lawrence University, Potsdam College and SUNY Plattsburgh faculty on Canadian U.S. economics and business issues.

Clarkson makes every effort to involve its students through service fraternities, ROTC and internships in community service.

Clarkson Students

In addition to faculty and staff involvement in community service, Clarkson makes every effort to involve its students in these services through service fraternities, ROTC and internships. It should be noted that twenty-seven percent of Clarkson's students come from the ANCA region.

Clarkson takes its educational responsibilities very seriously and has developed scholarship programs to encourage area high school students to further their education. In particular, the University's work with Native American students (sponsored by Clarkson in conjunction with Alcoa and Kodak), the North Country Friends Scholarship Program, St. Lawrence County Electrical Contractors Scholarship, and Sisson Scholarship for North Country Residents, are projects on which Clarkson has made special efforts.

Clarkson has also made efforts to promote partnership between higher education and secondary/primary schools. These efforts include programs to interest children in science and math (such as Horizons and Science Olympiad) as well as the donation of several Zenith personal computers to area schools.

Economic Impact

Clarkson also makes a significant contribution to the North Country as its recently published economic impact study demonstrates. The University's direct spending in the North Country comes to $30,520,000 with faculty and staff salaries of $20,911,000 and local Clarkson expenditures of $5,247,000. Visitors to Clarkson spent an estimated $1,659,000 in 1989-90. Clarkson is the fifth largest employer in the county with nearly 666 full time employees. Its total economic impact (direct and indirect) is estimated at $57 million.

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Raymond Mackay, Director of CAMP, 315-268-2336

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Clinton Community College

Service to the community is high on the agenda at Clinton Community College. We pursue with great enthusiasm ways in which we can help build a stronger and more viable North Country through programs of education.

Our campus hosts, on about a daily basis, various groups and individuals looking to enhance their knowledge and skills through workshops, seminars and institutes.

We are pleased that Clinton Community College has come to be recognized as the Center for Educational Opportunity in our geographic service area.

Jay Fennell
President

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Clinton Community College

The College assumes a responsibility for the improvement of the quality of life within Clinton County.

Clinton Community College maintains a "Full Opportunity" admissions policy believing that every person with a sincere interest in higher education should be given the opportunity to experience college.

Brief Description of Institution

Clinton Community College, a co-educational institution chartered by the Clinton County Board of Supervisors in 1966, first opened its doors in September 1969. Operating under the approval of the Board of Trustees of the State University of New York, it is one of thirty locally sponsored community colleges in New York State.

Clinton Community College, located in Clinton County four miles south of the city of Plattsburgh on Route 9, lies in the midst of excellent cultural and recreational activities. This area is known for its natural beauty, popular resorts and invigorating temperate climate. It is only about an hour's drive from Plattsburgh to Montreal to the north and to Lake Placid to the southwest. Burlington, Vermont, is but a ferry trip and short drive to the east.

Clinton College is committed to enhancing the well-being of each individual by providing access to a college educational experience which promotes the intellectual, social and personal development of all who wish, and demonstrate the ability, to benefit. The College assumes a responsibility for the improvement of the quality of life within Clinton County and seeks to link its programs of study to the needs of individuals, businesses, organizations and the community.

To fulfill its mission, the College will offer and continue to develop university parallel programs, terminal associate degree programs, and other appropriate career programs. The College is also committed to a wide range of courses, workshops and seminars appropriate for job skills development, leisure time activities, and healthful living, as well as to provide opportunities for community enrichment.

Clinton Community College maintains a "Full Opportunity" admissions policy. The College believes that every person who has demonstrated a sincere interest in higher education should be given an opportunity to experience college level study. Persons who have been employed, in military service, raising families, or in another college after high school graduation are encouraged to apply for either full- or part-time study. Equivalency diplomas which meet New York State standards are considered in lieu of high school graduation. Students who demonstrate the ability to benefit as determined by testing may be considered for admission. Currently, 2,136 students are enrolled at

Clinton Community College.

Through its strengths in the areas of assistance to small businesses, local governments, social and health services, computers, and educational and training programs, Clinton Community College seeks to meet community needs and fulfill the service component of its mission.

Clinton Community College's active involvement in public service activities is a reflection of the central role these activities have in the College's institutional mission.

Significance of Public Service Activities

Clinton Community College's active involvement in public service activities is a reflection of the central role these activities have in the College's institutional mission. They are further reflected in the approximately $500,000 Clinton Community College spends annually in support of public service and, in the fact that, over the past few years, Clinton has made an effort to increase its activities. This increase in the level of activity is a result of grants secured, better institutional linkage with the local community and businesses, and a more clearly defined institutional mission.

The College has chosen to focus primarily on communities located within Clinton County. The ANCA region and New York State, while still considered important, use Clinton Community College's services less frequently.

Generating public support and strengthening the academic mission are the two most important factors underlying Clinton Community College's involvement in public service.

The organizations that use the College's services most include: local government agencies and social service agencies. Businesses and secondary education are next in line followed by economic development organizations; art, music, and cultural organizations; environmental organizations; tourism agencies; health service organizations; and New York State.

Generating public support and strengthening the academic mission are the two most important factors underlying Clinton Community College's involvement in public service. Professional and moral obligations also constitute an important reason for these activities, followed by an enhanced reputation, help in raising external funds, and demand from the local community.

Clinton Community College considers that its activities are very much appreciated and this makes continuing support rewarding on many levels. However, a lack of resources greatly constrains the College's ability to increase its involvement in this area.

Clinton Community College considers that its activities are very much appreciated and this makes continuing support rewarding on many levels.

The College has become a vital part of the local community .

The Division of Continuing Education is responsible for overseeing all public service activities and acts as the initial contact point with community organizations.

Major Regional Development Activities

Clinton Community College is involved both as an active participant and as a sponsor in many public service initiatives. In the development of various outreach programs, Clinton Community College has tried to assess the community needs and respond to those needs in a responsible manner, keeping in view the College's limitations. The College focuses its energies on providing training to the local workforce, adult education, small business assistance, and consulting and technical assistance to local governments and other non-profit organizations. In the process, the College has become a vital part of the local community and provides whatever assistance it can to promote regional economic and social development.

Clinton Community College has recently established a Small Business Development Center funded by the State University of New York. This Center provides consulting and training services to individual businesses needing help to develop business plans, find venture capital sources, design marketing strategies, develop products, deal with government regulations, and other specialized assistance. This assistance is available not only to new and emerging businesses but also to existing ones.

Similarly, the College has joined the network of RSI's through the New York State Office of Rural Affairs. Through the RSI, the College expects to make the services of its faculty and staff available to local governments, economic development organizations, human and social service agencies, etc. in a wide variety of areas. Since both the Small Business Development Center and the RSI are recent initiatives, they still have to define specific roles.

Clinton Community College played a leadership role in a recent community needs assessment which was used to determine the needs of local businesses for employee training, and the needs of individuals, especially high school students, for education and training. The needs assessment results strengthened the College's commitment to provide continuing education opportunities to the adult population of the community. In particular, Clinton Community College strongly supports the Clinton County Literacy Volunteer program by providing housing for the program and funding for teachers to train volunteers.

College and Community Interaction

Through involvement with various local and county associations and organizations Clinton Community College maintains links with the community. This involvement starts at the top with President Fennell and moves out to the other offices of the College. In fact, President Fennell serves on many community organizations.

Clinton County Area Development Corporation has Clinton Community College people on its board, as does the Private Industry Council (Access), BOCES, United Way, the Clinton County Council on the Arts and the Champlain Valley Management Club. In addition to board members, the President of the Business and Professional Women's Organization is from Clinton Community College. The Vice Presidents of the Plattsburgh Kiwanis and Big Brothers/Big Sisters of the North Country are also Clinton Community College people.

In turn, the College asks people from the community to be involved with the College on various committees and boards. These include the Clinton Community College Foundation, the Business Advisory Committee, the Nursing Advisory Committee, the Medical Laboratory Technology Committee, the Vocational Advisory Committee, the Criminal Justice Advisory Committee, the Retired Senior Volunteer Committee, and the College Planning Committee. Approximately 100-150 people from the community share their time and energy with the College in this way.

Conferences/Workshops/Non-credit Courses

Over the past few years, Clinton Community College has seen an increase in the number of conferences and workshops, so much so that the College plans to promote itself as a conference center. The impetus for these conferences and workshops comes from both internal and external sources.

Clinton Community College strongly supports the Clinton County Literacy Volunteer program by providing housing for the program and funding for teachers to train volunteers.

Approximately 100-150 people from the community share their time and energy with the College.

Clinton Community College plans to promote itself as a conference center.

The College has initiated conferences and workshops on such topics as literacy in the workplace and Earth Day and has used educational television to broaden the impact of these programs. Clinton Community College also uses things like the Wednesday Concerts on the Bluff to strengthen the links between the institution and the community.

External organizations have initiated conferences and workshops using the College's facilities and resources to explore issues about the environment (Hazardous Materials and Waste), health and human services (Substance Abuse and Medical Laser Technology) and the community (Clinton County History.)

Clinton Community College has also organized training for Computer Literacy, Handling the Difficult Employee, Enhancing Your Clerical Skills, and Team Building.

Part of the College's adult education outreach programs involve credit and non-credit courses on a wide variety of topics.

Part of the College's adult education outreach programs involve credit and non-credit courses on a wide variety of topics. Clinton Community College offers courses in computer assistance such as autoCAD, computer literacy, dBase III+, Louts 123, WordPerfect; financial planning: bed and breakfast operations, investing, tax shelters, how to pay for college; health and human services: caregivers of the elderly, co-dependency, RN review, youth in crisis, CPR, first aid for parents; environmental issues; job skills: choosing a career or college, getting the job, resume writing, presentation skills, keyboarding, Grade C Water Operator's Certification Course, notary public; management and leadership skills: situational leadership, team building; arts and crafts: basket weaving, sketching, photography, oil painting, pottery, quilting, and sewing; and others: auctions, genealogy, French, driver's education, car maintenance and repair, sign language, cross country skiing, golf, martial arts, tennis, wine.

Faculty and Staff

In many ways, Clinton Community College's success in public service activities is largely due to the caring attitude of its people. This attitude is shared by most within the College. To further encourage this involvement, Clinton Community College has made public service part of the evaluation process.

Particular members of the faculty and staff who provide technical and other assistance to the community are a mainstay of the College's activities. These people include Chris Ford (computers), Dave Swarts (employee supervision), Diane Adamson (office technology), David Locascio (statistical analysis), Albert Cordes (electronics and computers), Agnes Pearl (nursing), and Carol Barnett (medical laboratory technology.)

Clinton Community College's success in public service activities is largely due to the caring attitude of its people.

Finally, Clinton Community College and Plattsburgh State, because of their close physical relationship, have involved faculty and staff in joint projects such as the one in 1991 devoted to exploring ways in which Science, Industry, Technology, and Education (SITE) may work together.

Clinton Community College Students

Clinton Community College also encourages its students (ninety-five percent of whom come from the ANCA region) to give something back to the community through practica and internships, both voluntary and paid, and the development of strong clubs for worthwhile causes.

The High School/College Committee, instituted by President Fennell, meets every six to eight weeks throughout the academic year to address cooperative efforts between Clinton Community College and area high schools. A particularly successful effort has been the High School Enrichment Program. Here, college-level courses are offered each semester at selected high schools. Further encouragement is given to high school students seeking to continue their education through scholarships. Academic Excellence Awards and the approximately $40,000 of scholarships funded annually through the College Foundation are two prime examples.

Clinton Community College also encourages its students to give something back to the community.

Economic Impact

Clinton Community College's economic impact study indicated that the total direct expenditures incurred by the College, its employes, students and visitors is estimated at $17.26 million for 1990-91, and indirect expenditures are estimated at $36.25 million, making the total economic impact of the College on Clinton County equal to $53.51 million. In addition to the FTE staff of 182 which the College has on its payroll, it is estimated to have created an additional 1,328 jobs indirectly.

Contact People

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Empire State College

Empire State College, a comprehensive College of Arts and Sciences within the State University of New York, offers innovative models for higher education at the associate, baccalaureate and master's degree levels throughout the State of New York and beyond. The College's central purpose is to expand access to higher education for students, primarily adults, who choose alternatives to the fixed schedule, place, program and structure of campus-based education. This purpose is met through a variety of approaches to teaching and learning, including guided independent studies, group studies, applications of computer and video technologies, experiential learning, and collaboration with SUNY and other organizations.

As a comprehensive public college, Empire State College has a special responsibility to engage with contemporary issues to help the public, through its organizations, to build and improve the quality of life in New York State. In doing so, the College will address students' personal goals for learning so that they may exercise greater self-determination in their careers, will expand educational opportunities to maintain a skilled and knowledgeable workforce, and will contribute to the growth and prosperity of the State as a free, healthy and humane environment within which its citizens live and work. We recommit ourselves to these tasks.

James W. Hall
President

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Empire State College

Empire pioneered the use of individual plans, independent learning, and advanced standing for learning acquired on the job.

The College was the first public non-traditional institution to receive regional accreditation and among the first in the United States.

Brief Description of Institution

Since its founding in 1971, Empire State College has established itself as a national leader in providing non-traditional education for adult students. It has pioneered the use of individual plans of study, independent learning arrangements, and advanced standing for college-level learning acquired on the job and in other life experiences. Its associate's, bachelor's and master's degree programs are recognized both nationally and internationally for their innovative, student-centered approach to learning.

The College was the first public non-traditional institution of higher education to receive regional accreditation and among the first of its kind in the United States. Additionally, the College's programs are registered by the New York State Education Department.

Faculty members of Empire State College bring a diversity of strengths to the College, not only in their own disciplines, but also in the special one-on-one tutorial mode of instruction which the College offers. Nearly all of the full-time faculty have Ph.D.s or other terminal degrees. Many have received grants and awards for distinguished teaching and/or research. Empire State College faculty members are uniquely experienced and suited to work with adult learners.

The students who come to Empire State College are mature, highly motivated, and capable of working independently. They range in age from eighteen to eighty, with an average age of thirty-seven. Many come to the College with well-defined personal and professional goals. They cite the flexibility and student-focused approach of the College as major factors in their decision to attend Empire State.

Upon enrolling in the College, each student is assigned a mentor -- an Empire State College faculty member -- who helps the student plan and coordinate a course of study. The College calls its faculty members " mentors" because their role is broader than that of instructors in most other colleges and universities.

Most recently, Empire State College launched the National Center on Adult Learning to support research activities and programs in the expanding field of adult learning.

The College's strengths in regional health planning, environmental analysis and planning, social services planning for the disabled, and training and program design for workforce development are geared to meet the needs and concerns of both non-traditional students and the community.

Recently, Empire State College launched the National Center on Adult Learning.

Significance of Public Service Activities

The College believes providing higher education itself should be considered a public service. The mission, structure and methods of Empire State College – serving adults throughout New York State – seem especially to have that orientation. The College believes that it provides an important service to the residents of the region and state. The opportunities available through Empire are unmatched by any other institution in the state. Even as it focuses most of its energies on meeting the challenge to provide educational opportunities to the community, Empire notes that it also devotes time and resources to other aspects of community involvement and views itself as an important part of the local community and region.

Specifically, Empire State has reviewed and strengthened its mission statement and established an Office of Continuing Education and Public Service to oversee all such efforts by the College. The importance of public service activities to the College is reflected in its staff's active involvement in these activities.

The College believes providing higher education itself should be considered a public service.

Based on the responses to the questionnaire, the local community, the ANCA region and New York State are the most important geographic foci of Empire State's public service activities.

Dividing the community into types of organizations, Empire State notes that businesses and social service agencies make the most use of its public service offerings, followed by New York State. Local governmental agencies, economic development organizations, and health service organizations use the services to a lesser degree and finally, agricultural, forestry and dairy organizations make almost no use of the College's services.

Empire State feels that, while its services are appreciated by the community, more could be done to improve community understanding of the College's services and hence increase community appreciation to a level commensurate with Empire State's activities.

The College undertakes these activities for a number of reasons.

Empire State feels more could be done to improve community understanding of the College's services and increase community appreciation.

Enhancing public reputation, generating public support, and strengthening the academic mission of the College are the three most important ones. That the activities can also help to raise external funds and to meet professional and moral obligations are seen as secondary reasons.

Major Regional Development Activities

Given the uniqueness of the institution, it is no surprise that Empire devotes considerable time and effort to finding innovative methods to meet the educational and service needs of its highly motivated, diverse and mature student body. The creative use of educational technology and the mentor system whereby each student is guided throughout his/her time at the college by a faculty member are two such examples.

Empire State's major initiatives include:

- Outreach activities through the SUNY/North Country/Fort Drum Educational Services Consortium (Watertown-Fort Drum)
- Washington County Headstart which is an educational pr child care trainees (Saratoga)
- NYS Mentoring Program where both current students and alumni are encouraged to volunteer for statewide service as role models.
- The National Center on Adult Learning to support research activities and programs in the expanding field of adult learning.

Empire is involved with the NYS Mentoring Program both current students and alumni are encouraged to serve as role models.

- Workforce development for business and industry in New York State: Empire State works in partnership with major employers such as New York Telephone, Niagara Mohawk and General Electric, as well as with more than 100 small businesses to promote both non-credit and credit bearing educational programs for workers.
- Increased access to higher education, particularly in regard to the use of educational technologies: Empire State's new upper division business program, delivered statewide by satellite to SUNY two-year colleges, is a fine example of the potential use of technology in education.

College and Community Interaction

Empire State's community involvement is a three-pronged effort that allows the College to play more than one public service role. As an institution, Empire State is a member of a number of important community organizations. The Board of the Joint Council of Economic Opportunity, the Hudson-Mohawk Association of Colleges and Universities, the Capitol Region SUNY Consortium, the Southern Adirondack Library System, the Mohawk Valley Library System, the SUNY Fort Drum Consortium, and local Chambers of Commerce are the main organizations to which the College belongs.

The second part of community involvement takes place at an individual level. Members of the Empire State faculty, staff and administration involve themselves with local organizations and often play leadership roles. For example, the Chair of the Montgomery County Task Force on Ethics is an Empire State person. Further examples include Empire State people who are members of the Board of Directors for the Montgomery County Cornell Cooperative Extension, the Amsterdam School District Vocational and Occupational Education Commission, the Capital District Medical Ethics Concerned Citizens Group, the Agency Planning Committee for HSA (Health Systems Agency) of Northeastern New York, the Chair of the AIDS Coalition, the President of the Lake Champlain Chapter of Trout Unlimited, the Clinton County Environmental Health Citizens Advisory Committee, and the Ausable River Study Association.

Third, the College involves community people with Empire State. Local people are on the Foundation Board and on the College Council. Area leaders also participate in fund-raising and in organizing fund-raising events.

The College involves community people with Empire State on the Foundation Board and on the College Council and in fund-raising

Conferences/Workshops/Non-credit Courses

To meet other areas of need, Empire State often holds conference workshops on a variety of subjects of local interest. Some of these are prompted by outside requests and some are initiated by the College.

Of those organized to meet an outside request, the Annual Federal Teleconference on AIDS is an excellent example. Utilizing the SUNYSAT downlink, this teleconference allowed a small group of area health providers access to information and contacts at a national level, something that would otherwise have been unavailable to them.

Efforts by Empire State people have resulted in the following

To encourage further participation faculty and staff receive recognition in renewal, tenure, and promotion, and discretionary pay decisions.

workshops and seminars: a public series on nuclear policy in New York State regarding the reopening of the plant in Oswego; leadership of a Hudson-Mohawk faculty seminar on teaching critical thinking; and participation in the right-to-die panel for the Bicentennial Commission on Constitution sponsored by Assemblyman Paul Tonka. The College has also held training workshops for staff members of local organizations and businesses and allows the public to make use of its facilities.

Because of Empire State's particular emphasis on individualized non-traditional programs, many of which have a public service focus or component, the College is unable to list all the credit or non-credit courses made available to the public. It estimates, however, that ten percent of all instruction in the ANCA region by Empire State fits this description and adds up to approximately 1,000 credits per year.

Faculty and Staff

To encourage further participation, public service activities by Empire State faculty and staff receive formal recognition in faculty reviews for renewal, tenure and promotion, as well as in discretionary pay decisions.

The following list of Empire State faculty and staff gives an indication of the range of technical assistance and expertise available to the public: Dr. Marlene Evans, regional health services and planning; Mr. John Spissinger, environmental analysis, protection, and planning; Dr. Francis Mercer, services for the disabled and learning impaired; Dr. Douglas Johnstone, business and education partnerships; Dr. Michael Andolina, ethics in government, civic leadership; Dr. Andrew DiNitto, public affairs, governmental efficiency, ethics in government; Dr. Ray Spum, services to military personnel and their families; Ms. Dorothy Larson, services to Native Americans; and Dr. Mary Noll Morgan, services to Head Start agencies.

The College encourages projects and studies on topics of regional interest.

In addition to individual faculty and staff providing individual aid, the College encourages projects and studies on topics of regional interest that may have a far reaching impact. These have included: "Job Involvement in Professional Bureaucracy," a study completed on job satisfaction of 110 faculty in Plattsburgh, NY (1986); a paper in press (to be published in International Journal of Social Science and Medicine) entitled, "Trends in Spatial Dimensions of the Long Term Care Delivery System"; a study of 19th century local politics in the Village of Clinton, NY; formation of an agreement between the Adirondack Park Agency and the Department of Environmental Conservation on fishery management guidelines for wilderness, primitive and canoe areas in the Adirondack Park; participation in an environmental impact statement for sea lamprey control of Lake Champlain; participation in the Ausable River Study Association with National Park Service and Soil and Conservation Services; river cleanups on Ausable and Saranac Rivers; and fishing education program for use in Clinton County.

Empire State College Students

Empire State students are involved in internships, research projects and development projects as a regular (and frequent) feature of learning contracts. And, as mentioned above, many of the individualized programs have a public service focus or component which allows for further student involvement. Because of the College's special status as a non-traditional school, students come from all over with only seven percent from the ANCA region.

Empire State students are involved in internships, research projects and development projects.

Economic Impact

No formal study has been undertaken to determine Empire State's economic impact. Regional Center Deans have been asked to develop materials to highlight this aspect of the College's impact.

Contact People

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Dr. Hugh Hammett, Dean, Office of Continuing Education and Public Service, 518-587-2100.

Dr. Douglas Long, Associate Dean for Program Development, Continuing Education and Public Service, 518-587-2100.

Dr. Douglas Johnstone, Dean of Statewide Programs, 518-587-2100.

Diana Calher, Interim Director of College Relations, 518-587-2100.

Dr. Marlene Evans, Mentor, Saratgoa Springs, 518-587-2100.

Mr. John Spissinger, Mentor, Plattsburgh, 518-587-2100.

Fulton-Montgomery Community College

John Gardner said "Young potential leaders need the opportunity to engage in off campus volunteer activities, they need the opportunity to lead. Such opportunities can readily be set up by Community Colleges." Commitment to community service and volunteerism is viewed as a responsibility of citizenship at Fulton-Montgomery Community College. It is a joyful responsibility that builds leadership skills and commitment to humanity. Service learning, as a component of the curriculum, is extremely important to building a lifelong commitment to serving the community. Volunteerism and community service by faculty, staff and students at Fulton-Montgomery Community College can also enhance the college/community partnership.

Jacqueline D. Taylor
President-elect

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Fulton-Montgomery Community College

The goal of the College is to meet local needs and provide services through low cost, quality education. The residents of the two counties are encouraged to use the services and facilities of the College.

Brief Description of Institution

Fulton-Montgomery Community College opened its doors in September, 1964, and became the twenty-seventh two-year institution in the State University system. Located halfway between Johnstown and Amsterdam, the campus is situated in the foothills of the Adirondack mountains. Albany, the state capitol, is approximately forty miles southeast of the campus. This setting allows students to enjoy a wide variety of cultural, historical and recreational activities.

The goal of the College is to meet local needs and provide services through low cost, quality education. The residents of the two counties are encouraged to use the services and facilities of the College.

FMCC prides itself on being an open-admission college which attempts to develop in its students that spirit of inquiry which characterizes the educated individual. The College seeks, through comprehensive offerings, to expand awareness of others, challenge prejudice, foster civic responsibility, promote appreciation of the arts, improve earning capacity, and strengthen a sense of purpose in life. This mission is supported by a faculty and staff whose primary concern is the providing of high quality instruction and education services.

Fulton-Montgomery's flexibility in meeting area business and industry training needs and its ability to provide technical assistance combined with a knowledge of local conditions, allow the College to play a special role in the community. Strengths in training programs in the areas of team building, quality assurance, computerization, manufacturing techniques, and safety are the tools used by FMCC to fulfill that special role.

FMCC plays a critical role in providing technical and other assistance to local businesses, governments, and various community organizations.

Significance of Public Service Activities

As the only college in Fulton and Montgomery counties, FMCC plays a critical role in providing technical and other assistance to local businesses, governments and various community organizations. FMCC was chartered by the Fulton and Montgomery Boards of Supervisors to serve the two counties and it has made public service an important part of its mission. The College strives hard to meet the increasing demands placed on its resources by the communities it serves.

The Office of Continuing Education, under the direction of Dr. Anna Weitz, Dean of Student and Community Services, oversees the majority of the College's community outreach activities. This Office is responsible for providing non-credit educational courses and assisting in the organization of workshops and seminars to meet community needs. Specific business and industry training needs are met by the Business and Industry Center, which is also overseen by the Dean of Student and Community Services. Overall direction and support for the College's public service activities come from the Office of the President, the Vice President, the Dean of the College, and the two Academic Deans.

FMCC is careful to focus its public service activities on the types of organizations which can best benefit from its strengths in the areas of economic development and social services.

FMCC is careful to focus its public service activities on the types of organizations which can best benefit from its strengths in the areas of economic development and social services. These organizations are businesses, economic development groups, local governmental institutions, social service agencies and secondary education. Other organizations which make use of the College's services are tourism agencies; health service organizations; environmental agencies; art, musi, and cultural organizations; and agricultural, forestry and dairy groups.

Like other colleges, FMCC finds its involvement in public service activities rewarding. For example, these activities help enhance the College's reputation, increase public support, strengthen its academic mission, fulfill its professional and moral obligations, and help it respond to pressure from the local community. Furthermore, the College uses community services to further enrich learning experiences for students and faculty.

The College finds the lack of money to be the major barrier in its playing an even greater role in public service activities.

The College estimates it spends approximately $150-175,000 annually in support of public service activities (both directly and indirectly). FMCC has also looked for funding from other sources such as grants and contributions. The College finds the lack of money for programs and staff, however, to be the major barrier in its playing an even greater role in public service activities. The College has been unable to undertake any major new initiatives because of the shortage of resources.

FMCC finds that public service activities and the role it plays in improving the quality of life are very much appreciated by the residents of the two counties.

Major Regional Development Activities

Keeping with this commitment to serve the residents and businesses of the two counties, the College makes its faculty and staff available as much as possible. The nature of the assistance provided is linked with the academic programs of the College and the areas of expertise of its faculty and staff. Specifically, FMCC has undertaken the following initiatives:

The Business and Industry Center is engaged in meeting area business and industry needs through a series of training/retraining seminars.

- The Business and Industry Center is engaged in meeting area business and industry needs through a series of training/retraining seminars. Specifically, it has helped budding and existing entrepreneurs by enhancing productivity, building workforce skills, making business plans, providing computer assistance, and improving business organization and quality management. FMCC also plans to develop a training consortium for small businesses in partnership with Fulton and Montgomery Counties' Chambers of Commerce.

The Excellence in Teaching Institute works in close cooperation with area primary and secondary schools to offer training workshops geared to the needs of area teachers.

- The Excellence in Teaching Institute works in close cooperation with area primary and secondary schools to offer training workshops geared to the needs of area teachers. In 1992, the workshop was devoted to strengthening elementary school teachers' math and science instructional techniques. Support for the development and production of this program was provided by a grant under the Dwight D. Eisenhower Title IIA Higher Education Competitive Inservice Program administered by the New York State Education Department.
- The Office of Continuing Education offers credit and non-credit courses designed to meet community needs. FMCC uses off-campus sites for some of its non-credit courses to reach the residents of far-off communities. These non-credit courses have included recreational programs and computer instruction in high school facilities in central and western Montgomery County, drivers' education in the City of Amsterdam, and various levels of EMT/EMS training throughout the two-county service area. Business and industry training is typically delivered at the employer's work site. This programming has been provided to over fifty employers throughout Fulton and Montgomery

counties. Credit courses have also been offered at off-campus sites. Most recent examples include courses at GTE Telephone operations in Johnstown and in Schoharie County for the staff of the Association of Retarded Citizens.

College and Community Interaction

FMCC is associated with a number of major public service groups including Rotary, Fulton County Regional Chamber of Commerce, Fulton County Economic Development Corporation, Montgomery County Economic Development Corporation, Montgomery County Chamber of Commerce, area Senior Citizen Organizations, the two counties' Offices for the Aging, Cornell Cooperative Extension - Montgomery County Office, Private Industry Council of Fulton-Montgomery-Schoharie Counties, the two counties' EMT Councils, Kiwanis, and the Gloversville YMCA with whom the College jointly operates the campus child care center for children of students and members of the community.

This association stretches beyond institutional involvement and includes individuals from FMCC's faculty and staff who often take leadership roles within these organizations. Examples include: Board of Directors, Private Industry Council of Fulton, Montgomery and Schoharie Counties, Inc.; Board of Directors, Fulton County Regional Chamber of Commerce; Board of Directors, Nathan Littauer Hospital; Gloversville and Mayfield School Boards; Board of Directors, Johnstown YMCA; and Board of Directors, Amsterdam Memorial Hospital..

Career and technical education advisory committees involve local professionals who work with the Academic Dean and provide guidance for the role FMCC plays in the community. Local people are also often involved with the Admissions Advisory Committee, while others teach non-credit courses, serve as classroom and student services program presenters, supervise interns, and serve as members of the College's Foundation Board of Directors. All in all, over 200 local residents are formally involved with FMCC in various roles.

Local people are also often involved with the Admissions Advisory Committee, while others teach non-credit courses, serve as classroom and student services program presenters, supervise interns, and serve as members of the College's Foundation Board of Directors.

In the 1991-92 academic year, the College initiated over thirty conferences and workshops which were attended by almost 2,000 people.

Conferences/Workshops/Non-credit Courses

As part of FMCC's efforts to meet community needs, many conferences and workshops are held at the College each year. These conferences and workshops are divided into two types -- those initiated by the College and those by community organizations.

The conferences and workshops initiated by the College have covered a broad range of topics. In the 1991-92 academic year, the College initiated over thirty conferences and workshops which were attended by almost 2,000 people and featured the following: Women's Health Center Information Sessions, Alcoholism Information Sessions, Tech Prep Teleconferences, Youth Leadership Meetings, FMCC/BOCES Science Workshops, and Self Defense Demonstration sessions.

In response to requests from community organizations, in the 1991-92 academic year, FMCC hosted about forty-five events which were attended by nearly 5,000 people. These events were initiated by such organizations as the Fulton County Civil Service, the Montgomery County Chamber of Commerce, the Sacandaga Swingers, the Waterville Union Free School, the Tri County Counselors Association, the Southern Adirondack Club, Senior Citizens Centers in both counties, the area BOCES, and the area Private Industry Council.

Furthermore, FMCC offers many community service, non-credit courses to meet local needs. These cover business and economic development topics: Business Letters, Introduction to Investing, Principles and Practices of Real Estate, and Estate and Retirement Planning; health and human services: Family Day Care Provider Training, Certified Nurse Assistant Program, and EMT Training; and a variety of other topics such as recreational activities, home and car maintenance and repair, foreign languages, and computers.

FMCC also offers some of these non-credit courses at off-campus locations in Amsterdam, Canajoharie, Fort Plain, Fonda-Fultonville and Johnstown to reach more of its service area.

FMCC also offers some of these non-credit courses at off-campus locations in Amsterdam, Canajoharie, Fort Plain, Fonda-Fultonville and Johnstown to reach more of its service area. In addition, FMCC student vans make regularly scheduled stops in the Johnstown, Gloversville and Amsterdam areas during morning and afternoon hours with a $1 charge per ride.

Considering the level of staffing, the time and energy that goes into organizing these conferences, workshops and courses places tremendous demands on the Office of Continuing Education. That FMCC continues to host these conferences and workshops shows both how important community service is to the College as well as the depth of its commitment to the local communities.

Faculty and Staff

Faculty and professional staff public service activities are considered as part of the review process for promotion, reappointment and tenure. The public service orientation of this review process is the main mechanism by which FMCC encourages faculty and staff to participate in public service.

Faculty and professional staff public service activities are considered as part of the review process for promotion, reappointment and tenure.

While not a complete list, the following offers some idea of FMCC's faculty's and staff's areas of expertise: Andrew DeMarco, business management; Jackson Douglass, quality assurance; Dr. Donald Emmeluth, biological sciences and environmental issues; Arthur Recesso, management techniques; Dr. Robert Kusek, efficient organizational and business practices; Dr. Richard Teaff, organizational behavior; Walter Theurer, electronics and computer technology; Joseph Marcuccio, computer graphics communications; Thomas Vandermeulen, workplace communications, team building, and American Management Association Institute trainer; and Dr. Anna D. Weitz, communications skills, decision making, and training needs assessment.

Fulton-Montgomery Community College Students

Students are also encouraged to participate in public service, primarily through internships related to academic curriculum.

Students are also encouraged to participate in public service, primarily through internships related to academic curriculum.

As FMCC is geared mainly to serve the two counties, it should come as no surprise that a large percentage of the students come from the area and, in fact, forty-five percent come from the ANCA region.

Scholarships utilizing private funds administered by the College are available to local students as one way of encouraging them to attend FMCC.

FMCC also seeks to reach local high school students through an early admission program and summer excellence scholarships. The early admission program is for outstanding high school students who have completed their junior year. The summer excellence scholarship offers one free summer course for students who will be seniors in the fall.

In addition, FMCC reaches out through contact with area counselors. The College annually co-sponsors Career Day and College Nights and recently hosted the SUNYCAP (SUNY College Admissions Professionals) Information Teleconferences for counselors from five counties.

Economic Impact

In 1990-91, FMCC's total direct and indirect economic impact was estimated at $14,840,808.

In 1990-91, FMCC's direct economic impact on the local economy was estimated at $8,729,887, its total direct and indirect economic impact at $14,840,808. In addition to employing 143 full-time staff members, the College is estimated to have created jobs for an additional 267 people in 1990-91. The ratio of sponsor contribution to total economic impact indicates the sponsor's economy receives an overall return of $6.90 for every dollar Fulton and Montgomery counties contribute directly to the College's operating budget.

Contact People

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Dr. Richard Teaff, Vice President/Dean of the College, 518-762-4651, ext. 232

Dr. Jacqueline D. Taylor, President, 518-762-4651, ext. 231

Herkimer County Community College

In the North Country, neighbor helping neighbor has been the key to success for years. Similarly, public service is a major component of the mission of Herkimer County Community College. The entire campus community is expected to make a significant effort to better understand and better serve our region.

This clear support for public service results in innovative solutions to meet community needs.

Specially designed courses for students; contract education programs for private businesses; student volunteer initiatives; video production services; training seminars; and satellite teleconferences are but a few ways we meet the needs of our neighbors. HCCC is committed to being a good ANCA neighbor for years to come.

Ronald F. Williams
President

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Herkimer County Community College

Brief Description of Institution

The motto of the State University of New York, "To Learn – To Search – To Serve," defines the philosophy of Herkimer County Community College (HCCC.) Founded by the citizens of Herkimer County, the College has provided a quality two-year education for thousands of students. In addition to its degree programs for day and evening students, the College also serves the needs of the entire community through short courses, certificate programs, workshops and other offerings.

Herkimer County Community College is an open-door institution which provides educational opportunities in response to the needs of the community it serves. The College operates under the auspices of the State University of New York and the College Board of Trustees, and is sponsored by Herkimer County.

The College offers the associate degree for career and transfer students, certificate programs to serve those interested in special topics or in developing vocational skills, and a variety of community service, non-credit, and self-development activities. The College is committed to a strong general education, liberal arts, and science component in its degree programs as well as being committed to providing personalized services for its students.

The College is committed to a strong general education, liberal arts and science component in its degree programs as well as being committed to providing personalized services for its students.

Significance of Public Service Activities

Meeting community needs is an important component of HCCC's mission. The College strives to provide leadership and to meet community needs in cooperative educational activities through its strengths in business assistance, management training, tourism training, social service staff development, and arts and crafts programming.

The College strives to provide leadership and to meet community needs through business assistance, management training, tourism training, social service staff development, and arts and crafts programming.

The Office of Community Education and the Business Assistance Center both oversee various aspects of the HCCC's public service activities. Specifically, the Office of Continuing Education is responsible for development, registration, management, and final reporting of all credit-free programs. This Office also has responsibility for the College Speakers' Bureau Program, coordinates the Summer Kid's College Program, and orchestrates the use of facilities by off-campus groups. Overall guidance for public service activities is provided by the President and other senior officials of the College.

The College has estimated the annual amount spent on public service activities, both directly and indirectly, to be approximately $250,000. This includes over 400 hours of instructional time devoted to public service as well as the services of three professional staff, two full-time clerks, and one part-time clerk all involved with public service.

The College has estimated the annual amount spent on public service activities, both directly and indirectly, to be approximately $250,000.

These public service efforts have increased over the past few years which made necessary the hiring of additional staff (from two professionals in 1989 to three in 1990 and an additional part-time clerk). The additional professional staff was hired to manage the Business Assistance Center and the part time clerk was hired to process additional registrations and contracts.

Herkimer County Community College is the primary educational resource in the county. This, in part, is why the College has witnessed an increased demand for public service activities over the past few years. The resulting activity points to the important role that public service plays at HCCC. It demonstrates the College's willingness to respond to community needs. In meeting this demand, the College carefully targets its services and attempts to make the most effective use of its limited resources.

Herkimer County Community College is the primary educational resource in the county. This is why the College has witnessed an increased demand for public service activities.

HCCC primarily focuses its public service activities on the counties of Herkimer, Otsego and Oneida. HCCC has also provided services to other counties in the ANCA region.

HCCC primarily focuses its public service activities on the counties of Herkimer, Otsego, and Oneida.

HCCC has further targeted its activities to those organizations which make most use of its services: local governmental agencies and businesses. Economic development organizations and social service agencies come next and are followed by tourism agencies; art, music and cultural organizations; secondary education; environmental organizations; health service organizations; and agricultural, forestry, and dairy groups.

Although HCCC's mission calls for the provision of a variety of community service, non-credit, and self-development activities, a number of other factors influence the College's involvement in such activities. The most important of these are generating public support, strengthening the academic mission, and enhancing public reputation.

Public service activities also allow HCCC to meet professional and moral obligations and to respond to the needs of local communities.

The factors which inhibit greater involvement by the College in public service activities include bureaucratic obstacles and lack of resources.

The College views serving the community and region as a mutually beneficial endeavor and devotes considerable effort in this direction. This is only natural given the College's status as the primary educational resource in the county.

The College views serving the community and region as a mutually beneficial endeavor and devotes considerable effort to this.

Major Regional Development Activities

The College uses its strengths in business assistance, management training, tourism, social service staff development, and arts and crafts programming to meet a wide variety of community needs. Initiatives to meet these needs are described below.

Initiatives to meet these needs have included the following:

- ***The Business Assistance Center***
- ***The RSI***
- ***Total Quality Management programs***
- ***Teleconferences***
- ***SCORE/ACE***

• The Business Assistance Center has supported the development and growth of local business through start-up assistance; counseling for new and existing businesses; and seminars on taxation, state regulations, the development of business plans, venture capital, and marketing strategies. HCCC has provided this assistance to over forty Herkimer County firms this year alone.

• The Rural Services Institute (RSI) at Herkimer County Community College strives to network community needs and institutional resources not only at the College but at other institutions in the North Country as well. The College provides technical assistance to various non-profit organizations such as local governments and social service agencies in order to enhance their effectiveness.

• Herkimer County Community College is actively involved in Total Quality Management (TQM) programs. The College offers classes which regularly address TQM problems, including: Drafting, Computer-Aided Design and Drafting, Strength of Materials, Data Processing Systems Analysis and Design, Introductory Mathematical Statistics, and Statistics for the Social Sciences.

The Director of the Business Assistance Center actively works with quality improvement projects and serves as the College's representative to the Mohawk Valley Quality Improvement Council. The Council is

New York State's only regional program composed of technical professionals providing an unbiased forum for the sharing of knowledge and techniques for the improvement of quality.

During visits to local businesses, the Director has the opportunity to discuss quality improvement efforts. Many of these conversations develop into programs with a strong TQM emphasis. Grant applications are currently being processed involving many aspects of TQM. One firm will receive training assistance in basic electro-plating and chemistry. Once employees understand what is occurring during the electro-plating process, they will be better able to monitor the production process and to benefit from advanced training programs. Two other grant applications and a contract education program involve advanced management training programs which will lead to improved production management. Another major manufacturer is receiving training in Computer Assisted Drafting and Drawing. This manufacturer's engineers will be able to design tools and fixtures, examine them on the computer and make sure their design works before production is initiated. Once the design is verified, the firm's design computers can help develop the computerized criteria for the computerized production equipment. The end result of all of these programs is a better trained and better motivated work force producing higher quality products.

• The College's hilltop facilities and cable television capability have made the College an ideal teleconference site. The College uses its equipment and facilities to provide information and technical assistance to the local community through these teleconferences, thus avoiding long distance travel.

• The College works with the SUNY Institute of Technology at Utica/Rome to support the Utica Chapter of the Service Corps of Retired Executives/Active Corps of Executives (SCORE/ACE.) This program allows executives to share knowledge and experience with small business people in the Utica/Rome/Herkimer area.

• Individual consultations by Herkimer County Community College faculty and staff also comprise an important activity to meet community needs. Faculty and staff provide expertise on a wide variety of areas in response to community requests.

The College's hilltop facilities and cable television capability have made the College an ideal teleconference site.

Community people work with the Community Relations Committee, Academic Advisory Committees, and the College Foundation. Approximately 170 people are involved each year.

College and Community Interaction

Through groups such as ANCA, Mohawk Valley Economic Development District, Herkimer County Chamber of Commerce, Herkimer Rotary, and Herkimer Kiwanis, HCCC maintains necessary ties with the community.

A number of HCCC people play leadership roles including President of the United Way of the Mohawk Valley, Commissioner of the Herkimer County Conditional Release Commission, President of the Herkimer County Chamber of Commerce, Chair of the NYS Coalition on Smoking and Health, and the Public Education Chairman of the Herkimer County Unit of the American Cancer Society.

In return, community people involve themselves with HCCC through work with the Community Relations Committee, Academic Advisory Committees, and the College Foundation. Approximately 170 people from the community are involved each year.

Conferences/Workshops/Non-credit Courses

The College often meets community needs through conferences, workshops, and non-credit courses. Some of these conferences and workshops are initiated by the College, some by outside groups using College resources and/or expertise. Over the past three years, HCCC has hosted over forty-five conferences initiated by outside groups. The following list provides a small sample of the groups HCCC has worked with to bring about these conferences: Al-Anon, the American Institute of Banking, the Audubon Society, Herkimer County Police, Herkimer County ARC, Herkimer County Snowmobilers Association, Mohawk Valley Regional Teacher Center, Piedmont Airlines, and Vietnam Veterans.

In addition, HCCC provides training for the local workforce in such areas as health and human services ("A Holistic Approach to the Issues of Child Abuse," "AIDS: Education is the Key to Prevention," and "Alcoholism Counselor Core Training"); stress management ("I Never Knew I Had a Choice," "Emergency Personnel Stress Workshop"); business ("Going into Business Workshop," "Middle Eastern Seminar: Doing Business in the Arab World"); and others ("Computers and

Agriculture," "Notary Public Workshop," and "Travel and Tourism Seminar").

HCCC provides training for the local workforce in such areas as health and human services business and others

More than just responding to external requests, HCCC makes a concerted effort to be involved in local affairs by initiating workshops and conferences on issues of importance to the community. These workshops have included: "Building Communities: A Vision for a New Century"; "Can Money Really Buy Happiness?"; "Evaluation Models, Roles, and Pitfalls in the Managing Process for Academic Supervisors"; "New York State Tourism Business Conference and Teleconference"; and "Power, Money, and Success."

The above list reflects primarily non-credit courses. HCCC also offers courses for credit that are geared to meet community needs. Based on HCCC's area of strength in the business assistance and management training area, these courses have included "Money and Banking," "Business Law," "Principles of Management," "Business Mathematics," and "Labor Relations." For social service needs, HCCC has offered "Interpersonal Communication," "Occupational Therapy Crafts and Skills," "Developmental Psychology," and "Marriage and Family." To meet other needs, HCCC courses have included "Computer Aided Design and Drafting," "Fundamentals of Art and the Child," "Introduction to Drawing," and "Basic Studio Technique."

More than just responding to external requests, HCCC makes a concerted effort to be involved in local affairs by initiating workshops and conferences on issues of importance to the community.

HCCC has also offered courses in such diverse fields as English Literature, Conversational Spanish, Computer Science, Human Biology, American Minorities, and Lifeguard Training.

Further non-credit courses on topics in the areas of professional development, personal financial management, entrepreneurial development, computer courses, and agribusiness have served to round out HCCC's curriculum for community needs.

Faculty and Staff

Delivery of these courses requires a qualified and dedicated faculty and staff. HCCC is extremely proud of its people. HCCC maintains a comprehensive listing of its faculty and staff and their areas of expertise. Staff expertise includes software and program training in WordPerfect, Lotus, dBase, COBOL, Fortran, C+, and Pascal, the design of custom programming for the agricultural community (herd health, nutrition work, artificial insemination, and records management); the presentation of workshops on resume writing, interviewing techniques, and job searching; and the development of Arab-American and Arab World research and other projects. Local industries and agencies such as Remington Arms, David Green Co., Burrows Paper, and PHI have used this expertise.

Delivery of these courses requires a qualified and dedicated faculty and staff. HCCC is extremely proud of its people.

This list of faculty and staff involved in public service activities at the College includes people who not only teach at HCCC, but are engaged in independent consulting as well. These individuals represent a rich pool of talent and resources for the College. In addition, HCCC uses the resources of others in the region through cooperative exchanges with schools and organizations. In particular, HCCC works with SUNY College of Technology at Utica/Rome and Utica College of Syracuse University.

Herkimer County Community College Students

HCCC attracts students from every county in New York. The largest percentage of these (forty-five percent), however, come from the ANCA region. Every effort is made to instill in these students an understanding of the importance and need for public service, hopefully leading to their involvement in public service activities. In particular, students have been involved in campus-wide fund raising (during 1990-91) for a local ambulance corps. Students have made record (per capita) blood donations to the American Red Cross and annually have helped with park cleanups.

HCCC makes every effort to instill in the students an understanding of the importance and need for public service.

To encourage students from the area to attend the College, HCCC offers the Herkimer County College Foundation Top 25% Full Tuition Scholarship which is offered to students living in Herkimer County or graduating from a Herkimer County high school. NETWORK Scholarships are also available for returning adult students.

HCCC maintains formal articulations with the largest school systems in the area. The College's admissions team makes annual visitations to area high school campuses. The admissions team is assisted in its efforts by many teaching faculty who present programs to high school students on and off campus.

Economic Impact

While HCCC's impact cannot be measured by dollars alone, HCCC plays a vital economic role in the local community. In 1990, the College spent $7,245,796 (in county) with total student expenditures of $7,922,700. This represents an initial annual economic impact of $16,645,132, which was multiplied by 1.7 to generate a total economic impact of $27,990,725. The College employes slightly over 200 people.

An initial annual economic impact of $16,645,132 is multiplied by 1.7 to give a total economic impact of $27,990,725.

Contact People

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Don Schwegler, Director, Business Assistance Center
Linda Contino, Director of Credit-Free Programs

Jefferson Community College

"Building community and building success" is Jefferson Community College's commitment to our service area. Whether that effort takes the form of new academic programs, non-credit seminars and workshops, or our significantly expanded business and public sector training efforts, the College's physical and human resources are actively supporting an improved quality of life for this area of the North Country.

In partnership with local business, educational, government and not-for-profit agencies, Jefferson Community College is committed to the development of creative and effective solutions to the immediate and life-long needs of those we serve.

John W. Deans
President

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Jefferson Community College

Jefferson Community College is committed to "building community and building success."

In one sense, virtually everything JCC does is a public service activity.

Brief Description of Institution

Jefferson Community College was chartered in 1961 and is located in the city of Watertown. This provides a unique opportunity to serve the people of the area, and the public has responded enthusiastically to the educational and cultural opportunities made available through the College.

JCC is a community-oriented college committed to meeting the ever-changing educational, cultural and employment training needs of residents of its service area. Jefferson's programs include those designed to ensure preparation for transfer to a four-year college as well as preparation for employment. Retraining for those seeking a new career or advanced skills and the opportunity for life-long learning are also provided. Since its inception, the College's educational programs have been developed around a basic concern for the individual and his or her intrinsic worth.

The College is committed to providing quality, personalized instruction in an atmosphere of friendliness and accessibility. In addition to degree programs, the College offers its academic services to the community through short courses, certificate programs, seminars and workshops. Additionally, College facilities are made available, whenever possible, to facilitate upper-division degree offerings by SUNY and independent sector colleges and universities, thereby benefiting alumni and community residents. The College also makes cultural programs and recreational facilities available to the community.

In summary, Jefferson Community College is committed to "building community and building success" by providing an educational, social and cultural environment wherein all members of the College community -- students, faculty and staff -- can learn, question, grow, and contribute effectively to a changing world. In one sense, virtually everything JCC does is a public service activity.

Significance of Public Service Activities

JCC is the only institute of higher learning within a 50-mile radius. As such, there is an expectation that the College will meet educational and other needs in the area. The College enjoys strong support partly because it responds to expressed educational and community needs. In particular, the College strives to provide community service by making its facilities available to the public.

The College finds serving the community to be mutually beneficial. JCC's rewards include an enhanced reputation, increased public support, and a strengthened academic mission. JCC believes its role in and contributions to, the community are greatly appreciated. In spite of all its efforts, however, the College recognizes there is a continuing and, in some cases, even an increasing need for many services in the region, especially those designed to revitalize the economy. A lack of resources greatly prohibits the College from responding to all of these needs. It is to JCC's credit that it has not given up its efforts to meet these critical needs and that it has looked for other sources of revenue (contributions, grants, etc.) to continue its programs and initiatives.

Major Regional Development Activities

The regional development activities of the College revolve around the academic curriculum and draw upon the strengths of the faculty and staff. The College is very strong in the areas of small business assistance, tourism and hospitality, and adult education. JCC has taken various initiatives to help meet community needs.

- A SUNY Small Business Development Center (SBDC) opened at the College in 1986. The Center, one of nineteen located throughout New York State, specializes in providing direct one-to-one counseling on small business problems and offers training targeted to the needs and interests of people involved in small business.

In the past twelve months, the SBDC at JCC counseled four hundred and eighty-eight clients, helping to create two hundred and eighteen jobs and saving fifty-four others. The Center has presented fifteen workshops and seminars for small businesses on such topics as government contracting, taxes, and accounting, and has helped facilitate the investment of $3.2 million in local commerce and industry, including $2.4 million in private funds.

- Through sponsorship of cultural events such as concerts, symphony performances, continued support for the recently organized Community Orchestra, theater performances, and lectures on a variety

In the past twelve months, the SBDC at JCC counseled four hundred and eighty-eight clients, helping to create two hundred and eighteen jobs and saving fifty-four others.

The College is very strong in the areas of small business assistance, hospitality and tourism, and adult education. JCC has taken the following initiatives to help meet community needs.

- ***Small Business Development Center***
- ***Sponsorship of cultural events***
- ***Extension services***
- ***Training for specific work force needs***
- ***Hospitality and Tourism***
- ***Total Quality Management***
- ***Social, health, and human services needs***

of subjects including cultural diversity, the College enhances the quality of life in the region.

• JCC is involved in a wide range of programs to extend its services beyond the immediate campus environment. In particular, the SUNY North Country/Fort Drum Educational Services Consortium provides two-year, four-year, and graduate programming appropriate to the needs of North Country residents. An enhanced need for these services resulted from the location of the U.S. Army's 10th Mountain Division at nearby Fort Drum. JCC is involved in this consortium with eight other SUNY units.

The College is also a member of the Servicemembers Opportunity Colleges Associate Degree program which is a worldwide network designed to facilitate the education of military personnel. The College recognizes the unique nature of the military life-style and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training.

• The College provides training in a number of areas in response to specific requests. This has included offering non-credit courses for specific workforce needs and contract courses with major industrial employers. Typical training includes computer software applications, the metric system, conversational German, Statistical Process Control, communication skills, and supervisory skills.

• The faculty at JCC play an active role in the promotion of tourism for the area. The College's Hospitality and Tourism certificate program helps develop the skills, particularly those in the area of customer relations, needed to pursue employment in this field. In addition, faculty assistance (consulting and other services) has helped revitalize the Thousand Islands region as a tourist attraction.

• The College has scheduled a wide variety of non-credit seminars and workshops, open to the public, which support the Total Quality Management concept. These include Basic Workplace Skills, Statistical Process Control, Team Communication Skills, and writing skills.

College and Community Interaction

The College is a member of the City of Watertown Chamber of Commerce, the North Country Regional Education Center, and the SUNY North Country/Fort Drum Educational Services Consortium. Involvement with these important community organizations allows JCC to keep abreast of community issues.

JCC also knows that people can make a difference on the individual level and many faculty, staff and administration members are involved with community organizations such as the Jefferson County Children's Home, WNPE/WNPI Public Television, and the Fort Drum Regional Liaison Organization.

JCC also knows that people can make a difference on the individual level and many faculty, staff and administration members are involved with community organizations.

Finally, JCC seeks local community input and support by involving the public in College program planning. Local people serve on the Continuing Education Advisory Board, the Nursing Advisory Board, the Criminal Justice Advisory Board, the Human Services Advisory Board, and the Business Division Advisory Board. Approximately forty people serve on these boards.

Conferences/Workshops/Non-credit Courses

JCC holds a unique place not only as the sole college in the county but also as a site for large groups to have meetings, seminars, etc. The College has the room facilities, dining services, and modern technology and equipment (both computer and audio-visual) that make it an excellent site for conferences and workshops. Because of this, the College's facilities are in great demand and JCC makes every effort to make them available whenever possible.

The College has the facilities to make it an excellent site for conferences and workshops.

JCC often meets these external demands through workshops and non-credit courses. The College has offered workshops for Alzheimer's caregivers, sponsored meetings of local chapters of animal rights groups, co-sponsored events with the Tug Hill Commission (particularly the Local Government Conference), and hosted New York State Department of Environmental Conservation events.

JCC has also initiated such events as public forums on the impact of Fort Drum and on such things as "Middle Eastern Culture and Politics." JCC is particularly proud of its involvement with an Anti-Defamation League program on cultural diversity, entitled a "Campus of Differ-

Faculty and staff involvement has been extensive and encouraged at every level.

ence." Furthermore, local government training efforts have resulted in presentation of a media relations seminar and five satellite conferences.

The College offers a wide variety of non-credit classes involving such topics as: "A More Productive Workplace," "Responding to Medical Emergencies," "Computer Skills," etc. that were designed to assist individuals in reaching varied goals. These offerings are under constant review in order to provide non-credit courses of current interest. Suggestions for new courses are welcomed.

Faculty and Staff

JCC faculty and staff members are a very important part of the College's public service activities. Faculty and staff involvement has been extensive and encouraged at every level. The following people have made themselves available for assistance: James Baker, mathematics; Bernard Coffey, management training; Charles Brox, motivational training; Richard Halpin, human services; Betty Andrews, psychology (death, suicide); Mark Fenlon, science; Klaus Ebeling, art (snow sculpture); Vincent Dee, travel and tourism; and Peter Gaskin, water quality studies.

To highlight the importance that the College places on faculty and staff involvement, Performance Awards, Chancellor's Awards, and promotions all take public service activities into consideration.

Jefferson Community College Students

JCC makes an effort to include the entire institution in public service. Therefore, the students (ninety percent of whom come from the ANCA region) are encouraged to participate through Student Life activities, Red Cross blood drives, World Food Day, and local charitable fund drives.

JCC also reaches out to local high school students through such programs as an early admission program in which high school seniors, upon the recommendation of high school officials and their parents, are welcomed on a part-time or full-time basis; the High School of Excellence; a keyboarding competition; the Liberty Partnership project to introduce secondary school young women to careers in science; and the Local Leadership program for high school juniors and seniors.

Economic Impact

The College employs 278 staff, including 62 full-time and 128 part-time faculty. Further, it has been estimated that 1.64 additional jobs are created in the community for each job at the College. Overall, Jefferson Community College directly contributed $13.3 million to the community and had an indirect impact of $22.6 million for a total economic impact of $35.9 million.

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Patrick J. Pearson, Chair, Business Division, 315-786-2220
David R. Moore, Director for Community Services, 315-786-2236
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Mater Dei College

Mater Dei College is northern New York's only Catholic coeducational college. Founded in 1960 by the Sisters of St. Joseph, Mater Dei has always been committed to providing students with quality education along with a solid system of values.

Over the past few years, Mater Dei has been reaching out to the community using the same system of values it has taught its students for the past thirty-two years. The Mater Dei College Book Store gives area residents a source for everything from the latest best-sellers to Mater Dei paraphernalia and religious articles.

Mater Dei students, faculty and staff participate in fund raisers for local charities, such as CROPwalk, the Salvation Army's Angel Tree, and the Heart-to-Heart program. Opticianary students regularly hold free eyewear clinics at area nursing homes.

Bryan Felitto
Interim President

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Mater Dei College

Brief Description of Institution

Although young in years, Mater Dei has a proud heritage from its founders, the Sisters of St. Joseph of the Diocese of Ogdensburg who, for the past 100 years, have been in the vanguard of a movement to extend and to improve education on all levels; elementary, secondary and college.

Mater Dei began as a dream of the late Reverend Mother Immaculata, S.S.J., educator of distinction, and for twelve years (1956-1968) the Mother General of the Sisters of St. Joseph of Watertown, New York. With the encouragement and cooperation of the Bishop of the Diocese and her Congregation, Mother Immaculata negotiated with the late Gerald McAvoy for the purchase of 211 acres of property on Riverside Drive, the present Mater Dei College campus, located six miles southwest of Ogdensburg, on a hill overlooking the scenic St. Lawrence River.

The Mission of Mater Dei College is to provide post-secondary education emphasizing the pursuit of knowledge, personal development, and social responsibility as enlightened by the Catholic tradition.

Spearheaded from its beginnings by professional administrators and faculty, Mater Dei has moved ahead rapidly in gaining the attention and respect, not only of leaders in the academic world, but also of its many constituents whose needs dictate in large measure the nature and expansion of the College curriculum.

The curriculum at Mater Dei has expanded gradually and has evolved in great measure from the mission statement of the College which reads: "The Mission of Mater Dei College is to provide post-secondary education through degree programs and through its Division of Continuing Education, emphasizing the pursuit of knowledge, personal development, and social responsibility as enlightened by the Catholic tradition."

Mater Dei strives to preserve a sensitive balance between education in the liberal arts and education in career-oriented programs.

Mater Dei strives to preserve a sensitive balance between education in the liberal arts and education in career-oriented programs. Eleven programs are currently offered: Alcohol and Chemical Dependence Studies, Court Reporting, Liberal Arts, Nursery Education, Ophthalmic Dispensing, Rehabilitative Criminal Justice, Religious Studies, Secretarial Studies, Small Business Administration, Social Service Paraprofessional, and Teaching Assistant. All are degree programs registered with the New York State Education Department. The College likewise meets the needs of a diversified student body through late afternoon and evening sessions, weekend workshops, and summer sessions, both on campus and at extensions. Mater Dei currently enrolls over 600 students and is growing.

Although Mater Dei is no longer strictly a liberal arts college, the liberal arts curriculum remains at the core of every program offered. It is likewise true that strong elements of the College's tradition, academic stability, and pursuit of excellence continue to remain at the heart of the long-range Master Plan. Through emphasis on quality in academic programs, strength in the teaching-learning process, and service to the community, the College aspires to "keep its appointment with greatness" as scheduled by the Foundress of Mater Dei.

Through emphasis on quality in academic programs, strength in the teaching-learning process, and service to the community, the College aspires to "keep its appointment with greatness" ....

Significance of Public Service Activities

Service to the community is a central tenet of the Christian philosophy that has guided Mater Dei from the beginning. The College is built upon a Catholic tradition of education and public service which has remained an integral part of Mater Dei's educational mission.

Following the guiding light of the late Reverend Mother Immaculata, public service has always been considered part of the " job description" for everyone at Mater Dei, from the President on down. Most of Mater Dei's many service activities are handled through the Institutional Advancement or Continuing Education Offices as the College does not have one central coordinating office.

Following the guiding light of the late Reverend Mother Immaculata, public service has always been considered part of the " job description" for everyone at Mater Dei, from the President on down.

Even lacking a central coordinating office, Mater Dei has taken steps to increase its participation in public service activities. Recognition of faculty involvement in public service is now part of the evaluation system, and Mater Dei has new linkages with area education organizations and area high schools.

Mater Dei devotes the bulk of its resources to the local communities even though some of its specialized programs have now expanded to a larger geographic area. However, the College believes that "charity begins at home" and therefore prefers to focus its efforts locally.

Underlying Mater Dei's involvement with public service activities is the necessity to alleviate socio-economic problems and relieve human suffering, a necessity tied deeply to the Christian faith. Thus, social and human service agencies and secondary educational institutions make the most use of the College's services.

The College finds public service activities rewarding in more than one way, including an enhanced reputation, increased public support, help in raising external funds, a strengthened academic mission, and the fulfillment of professional and moral obligations.

Mater Dei is a small private institution with many demands on its resources. It should be noted, though, that Mater Dei does much with its resources, often going far beyond what one would expect of a school its size. In fact, the College spends $75,000 to $100,000 a year on public service.

Underlying Mater Dei's involvement with public service activities is the necessity to alleviate socio-economic problems and relieve human suffering, a necessity tied deeply to the Christian faith.

Major Regional Development Activities

For the past few years, Mater Dei has concentrated its efforts on the areas of consultation and research services, training, internships, and continuing education and extension services.

A Comprehensive Needs Assessment was undertaken to determine the training needs of the Tri-county area.

The College makes available faculty and staff for consultation and research on a variety of socio-economic issues confronting St. Lawrence County and the Seaway Valley. These services have primarily been focused on tourism and environmental issues.

A Comprehensive Needs Assessment was undertaken to determine the training needs of the Tri-county area. This assessment was used to develop Mater Dei's strategic plan for credit and continuing education efforts for the 1990s.

Many academic programs require field practica where students obtain first hand experience in their academic area of study.

Many academic programs require field practica where students are placed in human, social services, or business agencies to obtain first-hand experience in their academic area of study. In particular, students and staff provide several opticianary services to local community groups (such as senior citizens and nursing home residents). The College has provided numerous agencies and educational institutions with alcohol and chemical dependency counselor interns to provide in-house programs on drug and alcohol abuse and use and other social work services.

Mater Dei has unique curricular offerings not matched by any other institution in the county. The College has taken the initiative to open satellite campuses to meet the educational needs in these specialized fields in the communities of Gouverneur, Hogansburg and Massena.

The College also operates a program at the Ogdensburg Correctional Facility.

The President's Lectureship Series brings well known experts to the College to lecture on current regional, national and international issues. These are open to the community and have most recently offered programs on John F. Kennedy's assassination and Exorcism and Cults.

Lecturers are also obtained through Mater Dei's membership in OPTION, which is designed to provide expert lecturers to remote areas. The Series is a tremendous means of creating public awareness about issues of local, national and international importance. Through the Series, Mater Dei has given the community of Ogdensburg and the surrounding rural areas a rare opportunity to learn more about the world beyond the North Country. Topics for the OPTION Series have included "Mental Health in a Global Village," "Cross Cultural Perspectives on Peace Making," "World Hunger," and "Addiction: the Great National Insecurity."

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College and Community Interaction

Mater Dei's belief in strong ties to the community is further seen in the large number of local organizations with which the College is involved. Mater Dei is a member of ANCA, the Ogdensburg Chamber of Commerce, the St. Lawrence Chamber of Commerce, Rotary, ANR (Area Neighborhood Resource) Association, Kiwanis, Lions, Zonta Club, the Teachers Learning Center, the Public Library Committee, the Massena Chamber of Commerce and the Gouverneur Chamber of Commerce.

Mater Dei encourages faculty and staff to take an active role in community organizations and many Mater Dei people play leadership roles in organizations, such as those listed above.

In turn, local educators and business people serve on the President's Advisory Council to advise the College on the viability of programs to this region. Several academic programs also have special advisory committees composed of professionals from the local community. These people advise individual programs on their viability and the employment market in the region (i.e. Alcohol and Chemical Dependency Studies Advisory Council, Ophthalmic Dispensing Advisory Committee, Criminal Justice Advisory Committee, Court Reporting Advisory Committee,

Several academic programs also have special advisory committees. Approximately 100 people serve on these committees.

etc.) Approximately 100 people from the community serve on these committees.

Conferences/Workshops/Non-credit Courses

To meet large scale community needs, Mater Dei provides local workforce training and offers a Summer Camp for Gifted and Talented Students. The College has also created a Women's Center.

To meet large scale community needs, Mater Dei provides local workforce training and offers a Summer Camp for Gifted and Talented Students. The College has also created a Women's Center.

In addition, all College day and evening credit courses are open to the public and the College offers courses for special target groups, normally at the request of an agency (i.e. Child Abuse Recognition and Reporting.)

Finally, Mater Dei allows the use of its facilities by the public with the restriction that the group using the facilities must have certification of insurance.

Faculty and Staff

To meet the educational and training needs of the community, the College makes every effort to involve its faculty and staff. Faculty and staff have produced some important work on topics of local and global concern that they have shared with the community through lectures and presentations.

Faculty and staff who have been involved in these lectures and presentations include Edward Boyd, "Security vs. Insecurity: Mental Health in a Global Village"; Rev. Thomas Driscoll, "Transformation of Values: New Paradigms in Understanding"; Michael Goggin, "Environmental Threats and National Insecurity"; Sr. Anne Hogan, "Cross Cultural Perspective on Peace Making," "Peace Efforts at Akwesasne," "Glasnost/Perestroika," "World Hunger: Local Solutions," "Inter-faith Dialogue and Peace Making," "India: the World's Biggest Democracy," and "Paradigm Building: New Ways to See"; Debra Goughary, "What Do We Tell The Children?"; Thomas Kilian, "Personal Values and Peace Making in a Nuclear Age"; Maureen Kravec, "Rhetoric and the Language of Peace Making"; Marsha Swayer, "Macrobiotic Approaches to Peace Making" and "Macro Economic Approach to Peace Making"; Rev. Peter Riani, "Ethical and Religious Perspective on War and Peace"; Carolyn White, "Addiction: the Great National Insecurity"; Thomas

Lawrence, "The Theology of Peace/Security"; and Sr. Kateri Rose, "What About the Russians?"

Mater Dei Students

Student involvement in community service is seen as integral to the learning process at Mater Dei. This is one reason for the field practicum portion of many programs and for the many internships Mater Dei sponsors. Other community service activities are conducted under the guidance of the Office of College Chaplain and include primarily student activities such as Earth Day, Concern Club, Big Brother/Sister, etc. In addition, ninety-nine percent of Mater Dei's students come from the ANCA region which naturally furthers involvement in community services.

In addition to Mater Dei students, local high school students benefit from programs that the College sponsors. Mater Dei and St. Lawrence BOCES have a program to provide advanced standing in Secretarial studies and Early Childhood Studies to qualified students. Also, students from St. Lawrence Central and Salmon River Central schools are eligible to participate in programs that provide freshman-level courses.

Student involvement in community service is seen as integral to the learning process at Mater Dei.

Economic Impact

An informal economic impact study revealed that Mater Dei's economic impact on the local community is approximately $3-4 million annually.

Mater Dei's economic impact on the local community is approximately $3-4 million annually.

Contact People

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Cathy Mussaw, Coordinator of the Gouverneur Extension
Lisa Tarrell, Coordinator of the St. Regis Mohawk Branch Campus

Mohawk Valley Community College

Mohawk Valley Community College places the priorities of our local community at the top of the campus agenda, while insuring that the educational experiences of our students are appropriate to creating national and, indeed, global citizens.

The community we serve provides a context from which all our goals and activities flow. The growth of MVCC is linked to the growth and development of our community. Public service activities have been, and always will be, integral to the mission of Mohawk Valley Community College. Through these activities, the community is enriched, lives of individuals are positively impacted and MVCC develops as a richer, more capable institution.

Michael Schafer
President

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Mohawk Valley Community College

Brief Description of Institution

The College, recognizing that the educational needs of individuals continue and change throughout their lives, is committed to meeting these changing needs.

Mohawk Valley Community College (MVCC) is located in southeast Utica, a city of about 75,000. Utica, and MVCC, are centrally located in New York State and are close to the Adirondacks, an area rich in recreational activities. Mohawk Valley Community College, a unit of the 64-campus State University of New York, is a publicly supported community college. The Utica Campus of MVCC is located at 1101 Sherman Drive, in southeast Utica. It is composed of four residence halls, a gymnasium, a college center, an academic building and Payne Hall. The campus is on level ground and all buildings are accessible to people with disabilities.

The College operates a branch campus on Floyd Avenue in Rome, New York, consisting of two buildings containing classrooms, laboratories, and administrative and student support services. Twelve of MVCC's associate degree programs are available in their entirety at the MVCC Rome Campus. In addition, portions of every other MVCC degree program, as well as a variety of certificate and non-credit course offerings, are also available.

MVCC recognizes the worth and dignity of each individual and is committed to providing postsecondary educational experiences to each person who can benefit from them. The College is committed to providing all students with the educational programs and support services that will allow them to fulfill their potential if they are willing to contribute their own enthusiasm and energies.

The College, recognizing that the educational needs of individuals continue and change throughout their lives, is committed to meeting these changing needs. MVCC students are drawn from the full spectrum of the community.

The College offers nearly eighty associate degree and certificate programs that prepare students for technical and semi-professional careers in business, industry, social service, and health care, as well as preparing them for further college study. MVCC provides an environment and resources to allow people, of all ages from two to eighty, to grow.

The academic offerings have continued to expand in response to the community needs determined through community surveys. The

College now offers a wide variety of transfer, career and vocational programs.

MVCC currently enrolls approximately 7,500 students, evenly divided between full-time and part-time.

Significance of Public Service Activities

Mohawk Valley Community College recognizes the need for business and industry to have a forum for the exploration of new ideas.

Mohawk Valley Community College recognizes the need for business and industry to have a forum for the exploration of new ideas and techniques for the revitalization and growth of its staff and for the development of fresh approaches to manufacturing or operations. The College accepts both its role in the economic development of the area and its responsibility to contribute to the quality of life for area residents. Therefore, MVCC has taken care to focus energies on economic development, social services, international trade and investment, and technology transfer. The College has taken steps to develop institutional structures and programs to carry out the public service objectives of its mission. This is evidenced in the decision to create the Office of Corporate and Community Services.

MVCC faculty and staff spend significant time and energy on public service activities. As a rule, these activities not only impact communities located within the Mohawk Valley region but also on the entire ANCA region, the state, and even international communities. One remarkable fact about MVCC's public service activities is their breadth. No single type of agency or organization (i.e., local governmental agencies, businesses, environmental organizations, health services organizations, etc.) makes significantly more use of MVCC's services than any other. In fact, MVCC considers them all as "most important" customers.

The impact of this broad range of activities is demonstrated by MVCC's ranking of the factors underlying its involvement in public service. Enhancing public reputation, generating public support, strengthening the academic mission, and meeting professional and moral obligations are all considered high priorities at MVCC.

In carrying out its public service activities, MVCC refuses to be hampered by a lack of resources.

In carrying out its public service activities, MVCC refuses to be hampered by a lack of resources. The College has made considerable efforts to seek outside funding to supplement its resources for this involvement. Many of its public service activities enjoy supplemental grant funding.

MVCC's efforts have been lauded by the community and have resulted in a productive partnership between the College and the community. The College believes that its close identification with the community means that what is good for the community will also benefit MVCC. This is reflected in the strong commitment the College has made to use its resources to help solve community problems.

The College believes that its close identification with the community means that what is good for the community will also benefit MVCC.

Major Regional Development Activities

Major Initiatives include:
- *Office of Corporate and Community Services*
- *TQM*
- *Office of Agency Grant Programs*
- *New Directions Program*
- *EDGE*
- *Youth Internship Program*
- *College Now*
- *EAP*
- *Product Innovation*
- *PDC*
- *MVCC Partnership Task Force School Advisory Committee*
- *MVCC Resource Guide*

Mohawk Valley Community College has made a serious commitment to improving the economy of the region through training, total quality management, consultation, etc. This is evident from the initiatives described below.

• The Office of Corporate and Community Services is dedicated to providing credit and non-credit courses to business, industry and the community. The Office is responsible for providing all of MVCC's customized training to business and industry as well as for serving as the coordinating body for many programs designed to serve the economically and educationally disadvantaged.

The Office serves local business and industry by providing employer specific education and training programs. Programs range from workplace literacy skills to advanced computer and technical training. The Office also raises state and federal grants to offset the cost of training activities. By providing education and training opportunities to individuals already employed, the Office is developing the capacity of the workforce to adapt to new technologies and thereby ensure that local business and industry remain competitive.

• Mohawk Valley Community College has recently embarked on several bold initiatives to deliver Total Quality Management training to local business and industry. These programs are delivered on a firm-specific, contract basis and/or by way of open enrollment workshops and seminars. The MVCC Institute for Quality Improvement is responsible for assisting the local organizations' transition to a unique Total Quality Management Systems. The Institute has developed a comprehensive twenty-five module "core" quality curriculum and has over twenty certified TQ facilitators. Those facilitators have been drawn from local companies and are responsible for leading their own in-house quality initiatives. Mohawk Valley Community College is also a founding member of the Mohawk Valley Quality Improvement Council (MVQIC). This Council was formed to promote awareness of total quality concepts within the business community. The Council solicits applications from local manufacturing firms in competition for a local quality award. The criteria for receiving this award are patterned after the national Malcolm Baldridge Award. Funded via REDPP, MVQIC is being developed as a model for state-wide replication.

MVQIC was formed to promote awareness of total quality concepts within the business community.

• MVCC's Office of Agency Grant Programs is designed to manage the College's involvement with the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) and other special grant-funded initiatives. VATEA dollars are used to enhance and refine selected certificate and/or degree programs and to develop new initiatives. Institutional priorities for the use of these dollars are developed in concert with the Occupational Advisory Board. This Board is comprised of local business and labor leaders as well as key individuals from community-based organizations.

• MVCC's New Directions program provides case managerial support to the educationally and economically disadvantaged. Program elements function to guide students to one of MVCC's credit-bearing certificate or degree programs or to one of many job-skill development programs.

MVCC's New Directions program provides case managerial support to the educationally and economically disadvantaged.

• Education for Gainful Employment (EDGE) provides support to the Oneida County Department of Social Services' implementation of the JOBS mandate. These client-centered services are undertaken through EDGE, a consortium consisting of the Oneida County Office of Employment and Training and the BOCES Access Center and the Utica School of Commerce.

• Finally, the Youth Internship Program is designed to serve sixteen to twenty-one year olds, who are presently unemployed and out of school. Specific activities involve remediation in preparation to take the GED exam and work experience via placement into subsidized internships.

MVCC is currently working with area BOCES to develop a 2+2 program whereby students can receive their high school diploma while simultaneously completing their associate's degree. The "College Now" program is another example of how MVCC reaches out to the secondary schools.

The Mohawk Valley Export Assistance Program. provides services to small and medium-sized manufacturers throughout the six-county region.

- The Mohawk Valley Export Assistance Program (EAP), overseen by Professor Donald Reese, provides services to small and medium-sized manufacturers throughout the six-county region (Oneida, Herkimer, Fulton, Schoharie, Hamilton, Montgomery). During its first year, EAP provided consulting and technical assistance as well as hands-on seminars and workshops to over 100 firms in the Mohawk Valley. EAP was funded by way of an $80,000 grant from the New York State Department of Economic Development and $30,175 in-kind services from MVCC. Louise Giuliano, President of US Export, Inc., was employed to provide one-on-one expert consulting. A variety of free workshops for managers and entrepreneurs covering such topics as overseas marketing and promotion, market research, product adjustment for foreign markets, using foreign distributors, legal aspects of foreign trade, the European Economic Community, international business travel, etc., have been offered. Funding and assistance for this program were provided by the New York State Urban Development Corporation, New York State Department of Economic Development and the Mohawk Valley World Trade Council as well as selected local Chambers of Commerce and other interested organizations. Because of the success of the first year, MVCC has established the Mohawk Valley Export Assistance Center (MVEAC.) The new Center will continue to provide free one-to-one business consulting services. In addition, the Center will provide free technical assistance in developing marketing brochures and export product information. The Center will develop the brochures but printing will be done by the individual firms. The MVEAC will utilize the expertise of MVCC professors as well as specialized business consultants.

Product innovation is being explored with help from a grant from the New York State Science and Technology Foundation.

- Product innovation is being explored with help from a grant from the New York State Science and Technology Foundation. MVCC is currently working with a local small manufacturing firm to develop a new product line. Faculty from the Mechanical and Civil Engineering Department have worked with this local manufacturer to develop a production model prototype of a pneumatic valve. In addition, an MVCC student has had the opportunity to work on this project. This effort represents a real partnership between an academic institution and private industry.

- MVCC's Rome campus houses the New York State Photonics Development Corporation (PDC) with core funding from the New York State Science and Technology Foundation. The PDC is charged with fostering the growth of business and industry utilizing photonics-based products and services. MVCC has developed a corporate research agreement with Rome Labs of Griffiss Air Force Base. This agreement allows for the use of Rome Labs research equipment by MVCC faculty and students. MVCC has also developed the nation's only associate degree program in photonics.

- The MVCC Partnership Task Force School Advisory Committee encourages cooperative projects and professional development activities between MVCC and local school districts. In particular, the Peer In-Service Workshops for elementary and secondary teachers in Oneida, Madison and Herkimer Counties have helped teachers improve their teaching skills in math and science. Grant-funded by the State Education Department under the federal Dwight D. Eisenhower Mathematics and Science Education Act, this program was organized with assistance from area Teacher Centers. Numerous workshops have been conducted over the past several years. In addition, one of MVCC's instructors was given release-time to develop a special series of continuing education programs for primary school secure instructors.

- The MVCC Resource Guide lists expertise which MVCC faculty and staff are willing to share (through seminars, workshops, or consulting) with local school districts.

The Peer In-Service Workshops for elementary and secondary teachers in Oneida, Madison, and Herkimer Counties have helped teachers improve their teaching skills in math and science.

College and Community Interaction

MVCC faculty and staff are heavily involved in many local community organizations. The United Way, Rotary, Kiwanis, Boy and Girl Scouts of America, Mohawk Valley Executive Engineering Council, Society of Manufacturing Engineers, and the Oneida-Herkimer-Madison Private Industry Council are but a few local organizations that

Each academic department has an advisory board which consists of local leaders in specific areas of expertise, (i.e. civil engineering, health care).

feature MVCC faculty and staff involvement in leadership roles. In turn, MVCC is greatly enriched by this involvement. Each academic department has an advisory board which consists of local leaders in specific areas of expertise, (i.e. civil engineering, health care). These individuals work with each department to ensure that curricula remain in touch with the requirements of the workforce.

Conferences/Workshops/Non-credit Courses

The Office of Corporate and Community Services is responsible for MVCC's programming to meet community needs through workshops and seminars. In addition to customized training offered to business and industry as described above, the Office of Corporate and Community Services manages Adult Programs, College for Kids, and New Options for Retirement.

Adult Programs focus on non-credit courses to develop the personal and professional lives of adults. Programs range from computer training to vocational and recreational subjects.

The College for Kids program provides children the opportunity to enroll in academic and recreational courses. Recently MVCC has developed after-school programs at several primary and secondary schools in the area.

New Options for Retirement provides life-enriching programs for senior citizens. Programs involve computer courses and special bus tours.

The many non-credit workshops, seminars and customized training programs offered by the Office serve well over 2,000 people a year. In addition to MVCC-sponsored events, the College's facilities are utilized by many community-based groups that conduct their own events. The Red Cross, Heart Association, United Way, the American Society of Quality Control, and the Society of Management Engineers are a few examples of the organizations that sponsor events on the campus. Non-profit organizations are not charged for use of the facility.

Faculty and Staff

Faculty and staff public service activities are recognized as important to the College and community and are considered in evaluation for promotion and reappointment. Some of the MVCC faculty and staff who routinely share their expertise are: Jo Alexander, human services and psychology; Robert Clarke, advertising design and production; Paul Davidson, Director of Inmate Education; Barbara Echtermann, office technologies; David Katz, social science and criminal justice; Anthony Malagese, mechanical and civil engineering; John Matchuk, Director of Hospitality Programs; Timothy Messick, humanities; Norbert Oldani, mathematics; Lisa Payne, Corporate Programs; Donald Reese, business and computer systems; and Samuel Russo, Grants Coordinator.

Mohawk Valley Community College Students

All student organizations encourage community involvement.

All student organizations (e.g., the Black Student Union, the College Women's Association, the Computer Programmers' Users Guild, the MVCC Gospel Choir, Photography Unlimited, and the Society of Civil Engineering Technicians) encourage community involvement. An excellent example of student involvement in, and commitment to, the community is MVCC student participation in the Very Special Arts Festival. This yearly event is organized to display the artistic accomplishments of mentally and physically challenged children.

MVCC has many scholarships including nine to ten that are awarded to local students.

Through programs with area high schools such as "College Now" and the Bridge program, MVCC encourages local high school students to further their education.

Economic Impact

A recently completed economic impact study showed that MVCC had a total economic impact of $60.1 million.

MVCC has a significant impact on Oneida County. A recently completed economic impact study showed that MVCC had a total economic impact of $60.1 million. MVCC is proud to contribute so heartily to the economy of Oneida County.

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North Country Community College

As a community college largely funded by Franklin and Essex Counties, NCCC views public service activities to be of high priority and makes every effort to be actively involved. In fact, community service has been included as one of the College's institutional goals: NCCC provides "continuing education and community service programs by offering credit and non-credit courses, events, and activities" especially through programs in small business assistance, social and health services, and computer assistance (PC), areas in which the College is strong.

Gordon Blank
Interim President

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North Country Community College

The College is committed to providing an innovative, challenging, supportive environment where the intellectual, career, personal and creative aspirations of all interested individuals can be realized.

The College has the largest service district of any New York community college, responding to the educational needs of the people in a 3,500 square mile area.

Brief Description of Institution

Established in 1967 as a unit of the State University of New York, North Country Community College (NCCC) is a public, equal opportunity, community-oriented institution for post-secondary education. Sponsored by Essex and Franklin Counties, it has campuses in the villages of Malone, Saranac Lake and Ticonderoga. The College is committed to providing an innovative, challenging, supportive environment where the intellectual, career, personal and creative aspirations of all interested individuals can be realized.

The College is dedicated to promoting a desire for excellence, a concern for lifelong learning, and an ability to adapt to a changing society. NCCC offers programs in Liberal Arts and Sciences; Allied Health, Technical, and Business Careers; and Continuing Education and Community Service. The College has twelve degree programs (which include Business Administration, Criminal Justice, Nursing, Radiologic Technology and Retail Business Management, among others) and three certificate programs. Currently, North Country has 1,800 students.

The College has the largest service district of any New York community college, responding to the educational needs of the people in a 3,500 square mile area. NCCC constantly seeks innovative ways to overcome the difficult task of coordinating this large service area and its three campuses. To this end, NCCC has developed a distance learning process maintaining specially equipped classrooms on all three campuses. These contain high-grade voice equipment and a writing table which acts as a blackboard, displaying images and notes on a large TV screen. Students work interactively with the instructor by asking questions through individual microphones. Site assistants insure that students are well served at all times, while instructors make bi-weekly visits to remote sites. This approach has helped the College to offer more and varied courses at each campus and to reduce the costs of travel time and child care. NCCC believes that the initiatives and programs that have grown out of these coordinating efforts have enriched not only the College but the community as well.

Significance of Public Service Activities

As a community college largely funded by Franklin and Essex counties, NCCC views public service activities to be of a high priority and makes every effort to be actively involved. In fact, community service has been included as one of the College's institutional goals: NCCC provides "continuing education and community service programs by offering credit and non-credit courses, events, and activities" especially through programs in small business assistance, social and health services, and computer assistance (PC), areas in which the College is strong. One of the most successful of these cooperative community-college endeavors is the grant-funded program which North Country Community College is presently sharing with the Adirondack Economic Development Agency. Instituted two years ago and jointly planned and operated, the Adirondack Park Entrepreneurial Center has assisted fledgling entrepreneurs and others in developing their business ideas and plans. The program has also provided forums for discussion of topics pertinent to the area's business operators.

Because of the nature of NCCC (three campuses in two counties), the President's Office oversees all of NCCC's public service activities and each campus also has an office which directs public service activities. The Office of Continuing Education is responsible for activities at the Saranac Lake campus. At the branch campuses, the Campus Director's Office has been designated to oversee public service activities.

This decentralization makes it difficult to estimate the value of NCCC's public service. But, taking into account the recognition and support NCCC receives for its role in community services, the College considers it time and money well spent.

Typically, NCCC concentrates its activities on the local communities in Essex and Franklin Counties. This reflects NCCC's close links to the community and its mission, as well as NCCC's need to conserve resources given its large service area.

NCCC looks to the local communities to let the College know of their needs in the way of services. This helps explain the fact that organizations of almost all types (local governmental agencies, correctional facilities, economic development agencies, health and human

Taking into account the recognition and support NCCC receives for its role in community services, the College considers it time and money well spent.

services organizations, environmental organizations, tourism agencies, and art, music, and cultural agencies) make important use of NCCC's services. NCCC is also seeking to increase its contacts with organizations such as secondary education, agricultural, dairy, and forestry organizations, and New York State that do not yet make as much use of NCCC's services as they might. The College benefits from public service activities in terms of an enhanced reputation, increased public support, a strengthened academic mission, and fulfillment of professional and moral obligations.

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The above description rightfully presents NCCC as a school heavily committed to public service. Nevertheless, NCCC regards heavy teaching loads, reduction of support, bureaucratic obstacles, and lack of flexibility as the most inhibiting factors to an increased involvement with public service.

Other factors which seem to inhibit NCCC include a lack of resources and a small faculty and staff already assigned or assuming multiple duties. Despite the fact that the faculty and staff at NCCC are multiply involved, they display enthusiasm in carrying out projects that are self-initiated and relate closely to their areas of expertise.

Major Regional Development Activities

Regional economic development initiatives are interwoven around three important factors: 1) the location of the different campuses, 2) areas of faculty and staff expertise, and 3) the diverse needs of the communities that NCCC serves.

Regional economic development initiatives are interwoven around three important factors: 1) location of the different campuses, 2) faculty and staff expertise, and 3) diverse needs of the communities.

As mentioned earlier, the wide-spread location of the three campuses and the physically large nature of its service area have made it necessary for NCCC to focus its energies. NCCC has chosen training programs, continuing education programs, and cooperative endeavors as the ways it can best serve the community.

In the area of training, NCCC has sought to enhance the productivity and skills of the local workforce through such things as contract courses, satellite programming, and stress management workshops. The College makes every effort to utilize areas of faculty and staff expertise in the planning and implementation of these training workshops. Additionally, the College seeks the guidance of such organizations as the Private Industry Council (PIC) in the development of training programs which will best meet the expressed needs of local organizations and businesses.

In the area of continuing education, the College has concentrated on contract credit courses such as those offered to enhance career ladder opportunities for International Paper Company workers, and non-credit and evening courses to provide lifelong learning opportunities to the general public. These courses enhance the quality of life for area residents in a wide variety of ways.

NCCC also works with community organizations and other schools in the region to help solve community problems. NCCC takes the "community" portion of its name very seriously and recognizes that public service activities must be an on-going process and not just one-time events.

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College and Community Interaction

Given its commitment to public service and the on-going partnership building in which NCCC is involved, the long list of community organizations with which the College is affiliated comes as no surprise. NCCC believes that these affiliations not only benefit the community organizations but also enrich the academic mission of the College. NCCC is a member of ANCA, the Saranac Lake Chamber of Commerce, the Lake Placid Chamber of Commerce, Rotary, Kiwanis, the Private Industry Council, and the Arts Council for Franklin County, among others.

NCCC believes that these affiliations not only benefit the community organizations but also enrich the academic mission of the College.

Staff memberships in local organizations are encouraged. NCCC faculty and staff serve as board members to WCFE-TV, Saranac Lake Rotary, Saranac Lake Kiwanis, Saranac Lake Civic Center, WSLU-National Public Radio, PIC, village boards, town boards, the Saranac Lake Chamber of Commerce, the Arts Council for Franklin County, and the Lake Placid Center for the Arts. Such memberships allow NCCC further opportunity to custom design public service activities to the needs of these organizations.

In addition, each program at NCCC has a community advisory committee. These advisory committees provide NCCC direct input from people in the community and in the workplace. Approximately 120 people annually serve on these committees.

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Conferences/Workshops/Non-credit Courses

Part of NCCC's public service activities include allowing outside groups to use its facilities when available. NCCC has also hosted a number of "outside" initiated conferences on topics of local interest. Prominent among these have been the Whitetail Deer Forum, the Coyote Forum, and several forums to "Report on the Adirondacks." These demonstrate the College's close ties to the region.

NCCC also initiates programs when and where it can. The College regularly hosts satellite programming for the employees of area businesses and has also conducted stress-education workshops for employees in local corrections facilities. NCCC has also offered workshops and conferences on "Alcoholism Relapse Prevention," "Multifamily Energy Efficiency Training," "Collaborative Integration and Inclusion: Habilitation in a Community Environment," "Long Term Care Administrators Training" and "Adirondack Choral Workshops."

NCCC finds, however, that it can meet some community needs better through credit and non-credit courses. Over the past few years, the College has provided courses on over seventy topics which have included driver education; wills, trusts, and living trusts; a ski patrol refresher course; a hospice volunteer training program; writing for business and enjoyment and writing to be read; conversational Spanish; women's paths to power; systematic training for effective parenting; constructive disagreement; introduction to WordPerfect; private pilot ground school; advanced emergency medical technician training; multi media painting; quilting for beginners; music for children; and swimming lessons.

A component of community service has been added to the criteria for promotion. NCCC hopes with this as encouragement, public service activities initiated by NCCC faculty and staff will increase.

Faculty and Staff

Although NCCC has noted somewhat limited faculty and staff time for participation in public service activities due to heavy schedules, faculty and staff members who do participate do so wholeheartedly. To encourage greater participation from faculty and staff, NCCC has added a component of community service to the criteria for promotion. NCCC hopes that with this as encouragement, public service activities initiated by NCCC faculty and staff will expand even further. Additionally, the College recognizes that the broad range of faculty and staff interests and areas of expertise makes the faculty and staff an extremely valuable asset to NCCC and to the local community.

NCCC people who are available to share their expertise with the community include Dr. Gail Rogers Rice, Regional Economic Development Service (REDS) Council, Franklin County Industrial Development Agency, Adirondack Economic Development Corporation, and the Harrietstown Board; Dr. Joseph Spadaro, technical assistance to lake studies organizations; Assistant Professor Jane Beamish, consulting work in office technology (American Management Association and other local organizations); Andrew McKee, accounting and management consultant (Malone Golf Course); Donna Condon, Director of Essex Branch Campus, training consultant (International Paper, Ticonderoga); Dr. Laurence Spraggs, Vice President of the Board of Directors, Lake Placid Center for the Arts; Michael Zemany, Continuing Education Program Development, consultant to organizations responsible for emergency medical technicians training; Assistant Professor Jack Drury, President of Wilderness Education Association and consultant to Outward-Bound type organizations; and Sr. Carolyn Madden, Director of Arts-in-Education, arts in education programming in secondary schools throughout the region.

For students attending NCCC, the College is not just a place to go to school, it is part of their "home" community.

North Country Community College Students

The fact that ninety-five percent of NCCC's students come from ANCA counties leads to frequent student involvement in community affairs. Students participate directly and through such College organizations as the Student Government Association, the Nursing Club, the Ecology Club, the Wilderness Recreation Association, and the Anthropology Club. For these students, NCCC is not just a place to go to school -- it is part of their "home" community. It is easy to involve students in community activities when they feel a part of that community.

One of the reasons for the high percentage of students from the ANCA region is the scholarships that NCCC provides to local students. Ten $1,000 per year Foundation scholarships are available for students from Essex and Franklin Counties and approximately $25,000 per year is donated for scholarships in allied health by North Country health care organizations.

Another reason for the high percentage of ANCA-area students is NCCC's outreach efforts to local high school students. There are early admissions programs in approximately twelve local schools that provide college-level course work for select students. NCCC has an articulation program with the Parishville-Hopkinton Central School in wilderness recreation leadership and articulation programs with Franklin-Essex-Hamilton BOCES in office technology and nursing. Furthermore, a grant has been written to provide planning support for a technical preparation agreement with the local BOCES in Franklin and Essex counties.

Economic Impact

NCCC estimates its expenditures in its area of operation at $731,783, with total student expenditures of $2,672,100. NCCC directly employs 430 (FTE) staff with another 166 jobs indirectly resulting from the College's presence. The total estimated economic impact, as noted in 1989, was in excess of $9,214,365.

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Michael Zemany, Continuing Education Program Development

Sr. Carolyn Madden, Director of Arts in Education

> ***For more than a decade, Dave Petty served not only as the chief executive officer for North Country Community College, but as a leading entity and economic development catalyst for northern New York. Dave worked actively along with other leaders to provide opportunities for workforce training and retraining, innovative practices in business and industry, and certainly the improvement of the quality of life so essential to the economic revitalization of New York. To that end, this profile is dedicated to the memory of President Emeritus David Petty.***

Paul Smith's College of Arts and Sciences

Paul Smith's College of Arts and Sciences has made a long-term commitment to the Adirondack North Country Region of Upstate New York. While education will always be the thrust of our two-year independent college, the staff, faculty and students play a critical role — environmentally, economically and socially -- in the lives of the residents of our neighboring communities.

We appreciate the strong bonds formed between "The College of the Adirondacks" and our close friends. We will continue to undertake public service initiatives that will preserve and enhance our commitment to the region.

H. David Chamberlain
President

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Paul Smith's College of Arts and Sciences

Paul Smith's is dedicated to the development of the whole person , offering the opportunity to learn concepts and technical methodologies in chosen field s, integrated with a sound liberal arts background.

Brief Description of School

Paul Smith's College of Arts and Sciences is a two-year independent college located in the heart of New York State's Adirondack Mountains. Chartered in 1937, the College was named for a man whose famous resort on Lower St. Regis Lake was synonymous with Adirondack hospitality. Many rich and famous people of the late 19th and early 20th centuries gathered at Paul Smith's Hotel to enjoy the mountain wilderness and the comfortable accommodations provided by Apollos (Paul) Smith and his wife, Lydia.

As stated in the College's Mission Statement, "Paul Smith's is dedicated to the development of the whole person. It offers students an environment which provides the opportunity to learn concepts and technical methodologies in their chosen field, integrated with a sound liberal arts background. Students come to understand the rationale behind the training they receive by effectively combining theory and practice. This is accomplished through traditional classroom and laboratory learning, combined with actual work experience in the College's "real life" laboratories and on a variety of first-job experiences. This academic experience is complemented by a comprehensive student life program which contributes directly to the development of the individual."

Paul Smith's College offers programs leading to Associate Degrees in Pre-Professional Forestry, Forest Recreation, Forest Technician, Surveying Technology, Urban Tree Management, Business Administration, Culinary Arts, Franchise Management, Hotel Restaurant Management, Tourism and the Travel Industry, Ecology and Environmental Technology, and Liberal Arts. A one-year Certificate Degree program is also offered in Baking.

A special feature of forestry and environmental education at Paul Smith's College is its living laboratory. The College owns 13,000 acres of Adirondack forest land. Here, students learn by doing, thereby gaining a strong foundation for careers in the forest industry or government service.

Hospitality Management students are rewarded with extensive exposure at the College-owned 92-room Hotel Saranac in nearby Saranac Lake. From housekeeping and management responsibilities to meal preparation and marketing, students receive instruction at the full-service Hotel and adjoining Paul Smith's Travel Agency.

The College's commitment is to prepare students either for employment in a specific career or continuance of their academic pursuits at the baccalaureate level. Paul Smith's seeks to graduate educated students, well prepared for successful living and leadership positions in their vocations and communities.

Paul Smith's is also called "The College of the Adirondacks." This reflects the College's commitment to be involved with issues affecting the Adirondacks. The faculty and staff of Paul Smith's College work together with the local community to help shape the destiny of the Adirondacks. Paul Smith's concern for environmental issues, forest management, urban tree management, hospitality, tourism, and culinary arts are the hallmarks of its strength.

Paul Smith's is also called "The College of the Adirondacks." This reflects the College's commitment to be involved with issues affecting the Adirondacks.

Significance of Public Service Activities

Since the establishment of Paul Smith's fifty-five years ago, the institution has provided public service to the community and played a critical role in the lives of the residents of the region. The College has continued to serve this role under various administrations and presidents. It receives strong reinforcement under its current president, Dr. H. David Chamberlain, who is a long-time resident of the North Country and appreciates the need for strong bonds between colleges and communities. Paul Smith's, the only independent college in the large Adirondack region, has emerged as a natural leader in the region.

Since the establishment of Paul Smith's fifty-five years ago, the institution has provided public service to the community and played a critical role in the lives of the residents of the region.

Paul Smith's College devotes a considerable amount of time, talent and resources to public service activities throughout the Tri-Lakes region. Many local groups, committees, non-profit agencies and charitable organizations utilize the campus for meetings and workshops, free of charge. In fact, the College estimates that if the many voluntary services provided by the College to neighboring communities had to be paid for, the services would cost the communities about $100,000 per year. Paul Smith's also allows public access to its 13,000 acres of land for recreational use.

As part of its long-term commitment to the Adirondack North Country region, Paul Smith's College has called for increased public service initiatives in the College's Long-Range Plan. The Plan guides

Regional economic development initiatives at Paul Smith's are built around its academic strengths, its location, and individual faculty and staff interests.

the College's future development and destiny.

Overall direction and leadership for these activities begins with the Office of the President. That commitment is translated to the entire College community via the Deans, faculty and staff. The Office of Continuing Education and Conference Services is responsible for coordinating many of these public service activities.

The primary focus of Paul Smith's activities is the Adirondack region with special emphasis on the southern portion of Franklin County. Although Paul Smith's expertise in the specialized fields of forestry and hospitality could be expanded to a broader region, the College prefers to devote its energies to promoting the Adirondacks. This is part of the strong heritage that links Paul Smith's College and the Adirondack communities.

Of the organizations that make use of Paul Smith's, secondary education, art, music, cultural, and environmental groups most heavily use the College's resources. Local governments, businesses, economic development agencies, social service organizations, tourism agencies, health and human services groups, and agriculture, forestry, and dairy organizations are ranked next in their use of Paul Smith's services.

Paul Smith's College takes its professional and moral obligations to serve the community seriously. Its commitment to public service in the future will undoubtedly enhance the College's reputation and increase appreciation by the residents of the Adirondack North Country region.

Major Regional Development Activities

Regional economic development initiatives at Paul Smith's are built around its academic strengths, its location, and individual faculty and staff interests. The College knows its role as a key educational resource for the Adirondacks is important. It demonstrates its deep commitment by making its technical and other assistance available to serve the larger interests of the region. Specifically, the College focuses its energies on the following areas:

Paul Smith's provides training to individuals in various aspects of forestry, hospitality management, and environmental activities. The College provides training to employees of various organizations within the region and, in the process, contributes to their enhanced productivity and skills. Furthermore, the College is a leader in many aspects of forestry management and plays an important role in generating public consciousness of the need to preserve and utilize forests as an important resource for economic development.

The College provides training to employees of various organizations within the region.

Paul Smith's public education programs create an awareness of the richness and beauty of the Adirondacks and deepen understanding of the ways and means to preserve that richness. Public education is also concerned with environmental issues such as acid rain.

Paul Smith's public education programs create an awareness of the richness and beauty of the Adirondacks.

Paul Smith's faculty and staff strongly support public education programs. In particular, they provide much of the programming for the Adirondack Park Visitors Interpretative Center. WSLU's "Field Notes" program is provided through the assistance of Paul Smith's faculty. The "Field Notes" program describes the habitat and behavior of different species of animals and birds of the Adirondacks.

The College encourages faculty and staff to provide technical assistance in a number of ways including conducting studies (i.e. marketing, feasibility, tourism promotion, hotel management) of interest to the region.

Given the socio-economic environment the College plays a leadership role in fostering cooperative endeavors and helping communities.

Given the socio-economic environment of the region and its relative isolation, the College plays a leadership role in fostering cooperative endeavors and helping communities, particularly the towns of Brighton, Santa Clara, and Harrietstown. For example, Paul Smith's has: a) taken part in local government activities; b) given land to the towns for public use: a town park in Gabriels, the garage in Brighton Corners, and land for the Adirondack Regional Airport; c) offered many cultural activities for residents of the community; d) allowed a complete use of the Cubley Library; e) allowed use of the Paul Smith's Sports Annex by the Adirondack Sled Dog Association; and f) established the Microcosmic Environmental Research Institute (MERI) to study and preserve the pristine lakes and streams of the Adirondacks (in 1988).

Primarily, Paul Smith's has involved itself with the life and future of the Adirondack Park. Paul Smith's College hosted a public hearing for the Commission on the Adirondacks in the 21st Century in 1989. The College also provides office space for the Committee on the Ad-

Paul Smith's College will continue to support programs beneficial to its neighbors.

irondack Centennial, the Franklin County Council on the Arts, and the Northeastern Forest Alliance.

Paul Smith's College will continue to support programs beneficial to its neighbors and will offer its resources to promote and encourage the economic, social and cultural climate in the surrounding area.

College and Community Interaction

Paul Smith's people are heavily involved in area organizations and many of them take an active, leadership role in these groups. For example, the College President, Dr. H. David Chamberlain, is a member of the Franklin County Council of the Arts; on the Board of Directors for WCFE-TV and the Augsbury Institute; on the Board of North Country Public Radio, WSLU FM; and a member of the Twin Cities Committee (a group to sponsor ties between Saranac Lake and Entrains, France).

Other Paul Smith's faculty and staff belong to organizations such as Delta Kappa Gamma, the Paul Smith's-Gabriels Fire Department, and school boards and town councils in the area.

Further evidence of Paul Smith's involvement is shown in the number of local organizations to which the College belongs, including: Adirondack North Country Association, the Saranac Lake Chamber of Commerce, the Saranac Lake Downtown Businessmen's Association, the Saranac Lake Civic Center, the Camp Gabriel's Community Advisory Board, the Saranac Lake Rotary Club, the St. Regis Lake Association, and the Franklin County Council of the Arts.

It is estimated that over 150 people from the community are involved with Paul Smith's projects yearly.

In turn, people from the community are equally involved with Paul Smith's. They serve on the College's Board of Trustees, on advisory committees for each of the divisions/programs of the College, belong to the Alumni Council, and assist with many other committees. It is estimated that over 150 people from the community are involved with Paul Smith's College yearly.

Conferences/Workshops/Non-credit Courses

Many outside organizations utilize meeting space at Paul Smith's College free of charge once a month. Arrangements must be made by contacting the Office of Continuing Education and Conference Services.

These generous arrangements have led to an outstanding variety of conferences and workshops at Paul Smith's.

For example, Paul Smith's was the site of an international conference on "Educating Forest Technicians into the 21st Century" which was held in August, 1988. Fifty participants representing nineteen countries gathered at Paul Smith's to discuss the educational needs of forest technicians in light of the pressing forest resource problems of the world.

Paul Smith's was the site of an international conference on "Educating Forest Technicians into the 21st Century" Fifty participants representing nineteen countries gathered.

Workshops on topics of community interest have included the James Bay II Informational Seminar: Safe Clean Electricity or Environmental Disaster?, Zebra Mussel Public Information Seminar, Northern New York Timber Bridge Workshop, Public Hearing of the Commission on the Adirondacks in the 21st Century, Regional Conference of School District Home Economic Teachers/Cafeteria Workers, NYS DEC Officer Training, Computer Applications in Forestry, The Green Industry Pesticide (Re)Certification Training, Secondary Wood Products: Economic Development Opportunities in the Adirondack Region, Two-Year College Chemistry Teachers Fall Meeting, World Forest Destruction Seminar Series, Akwesasne Food Service Sanitation, Travel Agent Workshop, Ice Carving Course, Innkeepers and Bed & Breakfast Operators Workshop, Management of Trees and Turf for Recreation, Small Woodlot Management Workshop, Culinary College for Children, Tree Management in the Municipality, and Basic Surveying Techniques.

Faculty and Staff

The faculty and staff of Paul Smith's College are recognized for their participation in community service. The College encourages faculty and staff who participate in public service activities through the evaluation and promotion process and through publicity of the activities conducted by faculty and staff.

The College encourages faculty and staff who participate in public service activities through the evaluation and promotion process.

Paul Smith's people who are willing to share their expertise with others include: Susan N. Alexander (hospitality management), Frederick Becker (hospitality and customer service), Robert L. Brown (culinary arts), Jack Burke (school house day care), Michael J. DeAngelo (MERI), J. Sue Dyer (tourism and travel marketing), Michael Kudish (forestry and biology), Paul E. Mach (hospitality and culinary arts), *While at Paul Smith's College, students can receive academic credit, financial assistance, scholarships and/ or recognition for their citizenship, community spirit and support of public service.*

Theodore D. Mack (ornithology), Robert A. McAleese (forestry), Carolyn Porter (AIDS Task Force), Craig W. Smith (MERI), Paul E. Sorgule (culinary arts), J. Curtis Stager (sciences, Field Notes - WSLU FM), Fred W. Thornley (ROPES), James A. Tucker (athletic events).

Paul Smith's faculty are also involved in research on regional and international topics. Some of this research includes: "Paul Smith's College Position Paper for the Commission on the Adirondacks in the 21st Century " Mike Rechlin; * "Clarkson Inn Marketing Study," J. Sue Dyer; and * "National Geographic - Exploding Lake of the Cameroons, The Great Rift Valley," J. Curtis Stager. Asterisks indicate externally funded projects.

Paul Smith's Students

Students are encouraged to participate in many community-related activities. Teaching environmental awareness to sixth graders from the Saranac Lake Central School at nearby Lake Colby Conservation Camp; teaching second graders from Lake Clear Elementary School about the four basic food groups; instruction in the Brighton Town Swimming Program; and assisting in Project Playground (construction of a playground at Lake Placid Elementary School) in the Fall of 1989 are all projects that involve Paul Smith's students with primary and secondary schools in the area.

The spring stocking of salmon in the headwaters of the Boquet River, which flows into Lake Champlain, and participation at the annual Saranac Lake Winter Carnival in the Parade and Woodsmen's Demonstration involves Paul Smith's students in activities more directly related to their classroom experiences.

In 1988, the Paul Smith's College Emergency Wilderness Response Team was established to deal with wilderness emergencies from forest fires to lost people. The student group has assisted state and local authorities in searches and fighting fires. In 1990, several members of the Team participated in a search of swamps and high brush for a lost hiker who was later found dead. In May 1991, Team members assisted firefighters in quelling a blazing fire which consumed over 300 acres of forest near Vermontville.

While at Paul Smith's College, students can receive academic credit, financial assistance, scholarships and/or recognition for their citizenship, community spirit and support of public service.

Paul Smith's College has worked with and supported many school districts in Franklin, Clinton, Essex, Hamilton, and St. Lawrence Counties to promote the further education of graduating high school students.

Paul Smith's is committed to providing financial aid to as many students as possible from the local region. To this end, a number of scholarships have been established, including Adirondack Scholarships which are awarded to students who have graduated from secondary schools located within the Adirondack Park of New York State; the Augsbury Scholarships which recognize students demonstrating financial need; and BOCES/Vocational Technical Scholarships which are awarded to students selected by a committee at each BOCES/Vocational Technical location.

Paul Smith's College has worked with and supported many school districts in Franklin, Clinton, Essex, Hamilton, and St. Lawrence Counties to promote the further education of graduating high school students. In fact, the College is the site of the annual High School Academic Excellence Awards Banquet for Franklin and Essex Counties, held each June. Yearly, Paul Smith's College faculty and staff can be found in many school classrooms explaining programs offered at the College and promoting higher education.

Finally, the student environmental awareness group, Hands-On Green, is exploring recycling and environmental education programs on the Paul Smith's College campus and with area high schools.

Economic Impact

While Paul Smith's has yet to complete a formal study of its economic impact on its community, it should be noted that for the past fifty-five years, Paul Smith's College has been an integral part of the economy of the region. It contributes to the stability of a local economic picture that from year to year can be devastated by uncontrollable factors including weather, timber markets, state regulations, taxes, and foreign and domestic gas prices.

The College] contributes to the stability of the local economic picture .

Paul Smith's College provides direct employment for approximately 220 faculty and staff while another 110 indirect jobs in the surrounding communities can be attributed to the College. With an annual budget of over $14 million and an assumed multiplier effect of 1.9, Paul Smith's direct economic impact on the local economy approaches

$26 million. Furthermore, Paul Smith's College purchases the majority of its required supplies from within the ANCA region and particularly from within a 60-mile radius of the campus.

It is important to note that the majority of students attending Paul Smith's College come from outside the ANCA region (only 27% of the student population is from within the ANCA region). Their enrollment brings new dollars into the College and surrounding communities. The students and their families also make purchases of amenities within the local communities.

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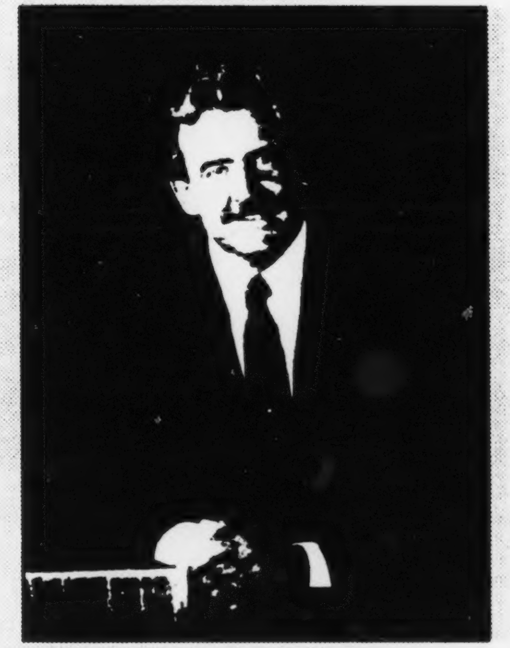

Potsdam College of the State University of New York

Any college or university which serves a democratic society, as does Potsdam College, must recognize and freely accept the moral and legal obligation to educate the citizenry. Publicly supported colleges should be accessible to all qualified students and should be regional leaders in the movement to enhance the quality of life.

Thus, Potsdam College strives to be a part of, and not apart from, the community and society it serves. This concerted effort leads to educational programs of a community development nature directed toward the public good of the North Country of New York.

William C. Merwin
President

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Potsdam College of the State University of New York

Brief Description of Institution

Potsdam College of the State University of New York is located in New York's beautiful North Country, an area that offers a range of delights from scenic tranquility to cultural and recreational activities. With the Adirondack Mountains a short drive to the south and Canada a short drive to the north, Potsdam College is ideally located to offer activities and experiences to suit a multiplicity of interests.

Potsdam College celebrated its 175th Anniversary in 1991. It is the oldest institution within SUNY and traces its origins to the St. Lawrence Academy, founded in 1816 by early settlers of the region. It became the Potsdam Normal School in 1867, Potsdam State Teachers College in 1942, and part of the largest university system in the United States, the State University of New York, in 1948.

Potsdam College celebrated its 175th Anniversary in 1991. It is the oldest institution within SUNY and traces its origins to the St. Lawrence Academy, founded in 1816 by early settlers of the region.

The academic programs at Potsdam College offer students the opportunity to combine career preparation with strong liberal arts training. The College maintains its traditional emphasis upon the liberal arts because it believes that liberally educated people are best equipped to respond to challenges and to take advantage of opportunities in all areas of living. The College believes that the best teachers, the best chemists, the best managers, the best writers, are those who know their particular professions and who also know the wider world in which they practice their professions. Such professionals are prepared not only to succeed in their careers but also to contribute to the community.

The College maintains its traditional emphasis upon the liberal arts because it believes that liberally educated people are best equipped to respond to challenges and to take advantage of opportunities in all areas of living.

Potsdam College currently enrolls 4,200 undergraduate and 590 graduate students, an interesting and diversified group. They come to the College from all over the United States with a small number from foreign countries. Students come from farms, small towns, the suburbs and large cities. They are young and not so young, ranging in age from sixteen to eighty-two. Potsdam College's faculty members also come from all over and are of many different backgrounds and age groups. They are published authors, well-known researchers, accomplished artists and musicians. Like their students, they are a friendly, caring group, always ready to share a meal, discuss a problem or assist with a project. Dedicated to teaching, they teach not only in the classroom but in every facet of their lives.

Potsdam College offers bachelor's degrees in more than thirty-five areas of liberal studies, music, and teacher education. Graduate degrees offered include a Master of Science in Education and a Master of Science in Teaching, two Master of Arts degree programs, one in English and one in Mathematics, and a Master of Music degree program.

Significance of Public Service Activities

Potsdam College is a product of community effort. In 1816, a group of prominent citizens from the village of Potsdam got together to provide the North Country with its own academy, its own institution of learning available to all members of the community. Despite the growth and diversification in its curriculum that the College has experienced over the years, it has never wavered from its original commitment to meet the educational and special needs of the community. The College has continued to be a primary intellectual, cultural, economic and social resource for the people of the North Country. Furthermore, Potsdam College maintains this tradition of service to the community not just to fulfill its mission statement but also because this tradition is inbred from the very founding of this College. It cherishes this close relationship and finds strength in it. This special bond makes Potsdam College a unique educational institution which enjoys enthusiastic support and involvement from the community.

Despite the growth and diversification the College has experienced it has never wavered from its original commitment to the community.

This commitment to public service has been maintained by the College's various presidents with the strong support of the College community. In fact, nearly eighty percent of the faculty and staff live within the village and are intimately involved in almost every aspect of community life -- economic, political, social and cultural.

This commitment has been maintained by the College's presidents with the strong support of the College community.

Nearly eighty percent of the faculty and staff live within the village and are intimately involved in almost every aspect of community life -- economic, political, social and cultural.

The College's commitment to public service activities has received special impetus under its current president, Dr. William C. Merwin. Through his personal involvement in many of the local and regional development activities, he has enriched the College's tradition of public service. Furthermore, he has created an organizational structure to deliver these services to the community. For example, he has established the Office of Special Assistant to the President for Public Affairs with responsibility to coordinate public service activities and to take an active role in establishing stronger relationships with local and regional community organizations.

The College has established the Public Affairs Council comprising faculty and administrators chaired by the College President which provides direction to the College's outreach activities.

The College has also established the Public Affairs Council comprising faculty and administrators which include academic deans and Vice Presidents and chaired by the College President. This Council provides direction to the College's outreach activities. Several offices, institutes, and centers exist to meet specific community service needs, e.g., the Office of Graduate and Continuing Education, the Rural Services Institute, the North Country Economic Research Center, the North Country Tutorial Outreach Program and the Roland Gibson Art Gallery. These offices, institutes, and centers are linked to academic schools and to other appropriate administrative structures within the College but enjoy considerable flexibility in carrying out their activities to meet changing community needs.

The College's public service activities are primarily focused at the local community, the surrounding counties, the ANCA region and internationally through the College's contacts with Canadian institutions. The organizations making the most use of the College's public service activities are public schools; economic development agencies; social service, art, music, and cultural, environmental, and health service organizations.

The organizations making the most use of the College's public service activities are public schools; economic development agencies; social service, art, music, cultural, environmental, and health service organizations.

Potsdam College derives tremendous satisfaction from its public service activities. In addition to strengthening its academic mission, the College finds these services result in an enhanced reputation, increased public support, successful external fund-raising efforts and fulfillment of its professional and moral obligations.

The involvement of Potsdam College in outside activities would be even greater if it were not for a lack of resources. This lack of resources, both financial and human, has been identified as a major barrier to the College's providing greater support to public service activities. Because of frequent budgetary cutbacks, there has been considerable increase in the workload of faculty and staff resulting in less time available for public service activities. The College has encouraged faculty and staff to seek outside funds, and it has looked for ways to work with other institutions in the North Country for meeting some of the urgent community needs.

Major Regional Development Activities

Regional development and public service activities at Potsdam College revolve around its strengths in the areas of art, music, teacher education, and various academic programs in the School of Liberal Studies. In addition, the faculty and staff's expertise and interests and the special characteristics of the College's location (e.g. the rural nature of the region, proximity to Canada and the St. Lawrence Seaway, etc.) also influence the type of activities it undertakes. Through these activities, the College has made valuable contributions to public education, economic development, earthquake detection, workforce skills and productivity, and especially to the artistic, cultural, economic, and social quality of life of the region. Listed below are the major regional development activities of the College.

Public service activities at Potsdam College revolve around its strengths in the areas of art, music, teacher education and various academic programs in the School of Liberal Studies.

- The Crane School of Music is a vital cultural resource to the North Country. The Crane School plays a major role in encouraging appreciation of music of all types in people of all ages. Nearly concerts, ranging from classical to jazz to contemporary, are held in the Crane facilities yearly and are open to the public. Many of these are benefit concerts presented in behalf of worthy organizations in the North Country and some, such as the Annual Candlelight Concert, involve the community as well as Crane faculty and staff. Crane faculty and student ensembles tour throughout the northeastern United States and southeastern Canada. Performance workshops by Crane faculty are held in public schools throughout the region. Crane also provides musical programs for St. Mary's School and the Campus Learning Center in Potsdam to encourage music appreciation.

In addition, the Crane School and the College provide facilities and support for a community--sponsored, professional summer stock theater company, Music Theatre North (MTN.) In fact, MTN is St. Lawrence County's only such theater company. MTN's mission is to bring the unique enjoyment and enrichment provided by the art form of live theater to an ever-increasing audience in rural, upstate New York. It is dedicated to offering a full range of theatrical experiences of superior performance and presentation. The College and Crane make significant contributions to the success of MTN, consequently enriching the cultural life of the region.

Major Activities

- *Crane School of Music*
- *Roland Gibson Art Gallery*
- *RSI*
- *Potsdam College Seismic Network*
- *SUNY North Country/Fort Drum Educational Services Consortium*
- *NCSSC*
- *NCERC*
- *North Country Center for Audiology*
- *Public Education*
- *Migrant Workers Education*
- *NATCO*
- *CITTEC*

The Roland Gibson Art Gallery makes special efforts to promote regional artists and encourage appreciation of the arts in local primary and secondary schools through exhibitions and competitions.

- The Roland Gibson Art Gallery makes special efforts to promote regional artists and encourage appreciation of the arts in local primary and secondary school students through exhibitions and competitions. The Gallery sponsors monthly art exhibits in local businesses, hosts an annual North Country Regional Art Show (open to all artists within a 100-mile radius of Potsdam), and collaborates and coordinates college-wide community events such as the Summer Arts Festival. The Gallery also promotes "Artpartnership", which is a public school outreach program that involves the St. Lawrence County Art Teachers, the Tri-County Arts Council, and the Friends of Gibson Gallery. The latter a community organization composed of local individuals committed to fostering the arts, plays an important role in ensuring that the Gallery and the College's Art Department continue their roles as major art and cultural resources for the North Country.

The Rural Services Institute (RSI) at Potsdam College is designed to marshal the available resources and expertise of the College's faculty, staff and students to assist local communities in meeting their challenges and responsibilities in all areas of rural development.

- The Rural Services Institute (RSI) at Potsdam College is designed to marshal the available resources and expertise of the College's faculty, staff and students to assist local communities in meeting challenges and responsibilities in all areas of rural development. Through a community needs assessment survey conducted in 1990, the RSI determined that the major areas of need in its service region (primarily St. Lawrence, Franklin, Jefferson, and Lewis Counties) were assistance with grant writing, computers, local government issues, social/human services, and the arts. Grant writing assistance has been provided through workshops and a number of individual consultations. Assistance to local governments has been provided through several planning workshops and teleconferences. The RSI is organizing a conference entitled "New Approaches to Local Government" that will be held in September, 1992. The conference is being planned to exchange information and ideas and to seek solutions to the problems confronting local governments. The RSI has been involved in the development of an informal coalition for Social Service Commissioners from six counties in the North Country. These Commissioners have met periodically to network and develop staff training plans for their counties. Staff development training workshops in the areas of Supervisory Skills and Dealing with Difficult Clients were attended by over 300 Social Service workers during 1991-92.

- The Potsdam College Seismic Network is located in the heart of the most active seismic area in New York State. This belt of earthquakes is known as the Northern New York-Western Quebec seismic zone. Historic earthquake data indicate that the earthquake activity in this area has been persistent for over 400 years. The Network is located within Potsdam College's Geology Department and provides education and research to the general public. It works closely with other colleges and government agencies in the area, keeping the people in New York State informed about earthquakes in the region. It identifies seismic events in the area and helps distinguish whether they are true earthquakes, quarry blasts, sonic booms or cryoseisms. It provides information to construction companies, industries and utilities about earthquakes and their seismic hazard. In addition to detecting, recording and locating local earthquakes, Potsdam College maintains a catalog of historical and recent seismicity in the northeastern United States and southeastern Canada.

- Since the inception of the SUNY North Country/Fort Drum Educational Services Consortium June 1985 Potsdam College through its Office of Graduate and Continuing Education has provided between fifteen and twenty-five courses per semester for students in the Watertown area . As a result of the expansion of Fort Drum from 1,700 to 10,000 active duty personnel and their families, Potsdam College has responded to the need for certified public school teachers by delivering graduate courses leading to master's degrees in education and teaching. A Potsdam College faculty member provides on-site advising as well.

- The North Country School Study Council (NCSSC), administered by Potsdam College in close cooperation with public school officials exists to serve educators and educational support staff in northern New York and southeastern Ontario with high quality, awareness-type programs on relevant and timely topics in the field of public and parochial education. Forty-two school districts in northern New York and the Ontario Secondary Schools Teachers Federation (2,000 public school employees in the Cornwall, Ontario area) belong to NCSSC. The present Executive Secretary of NCSSC is the Director of Continuing Education at Potsdam College. The following programs were offered by NCSSC in 1990-91: Structured Team Problem Solving, Brain Re-

The Seismic Network keeps the people of New York State informed about earthquakes in the area and provides information to construction companies, industries and utilities about earthquakes and their seismic hazard.

The North Country School Study Council (NCSSC) exists to serve educators and educational support staff with high quality, awareness-type programs on relevant and timely topics in the field of public and parochial education.

search/Classroom Discipline, Professional Excellence, Nutrition for Young Children, Kodaly in the Elementary Schools, Journey Towards Literacy and Global Environmental Issues.

The North Country Economic Research Center (NCERC), housed in the Department of Economics at the College, conducts research and provides consultation on topics of regional economic interest.

- The North Country Economic Research Center (NCERC), housed in the Department of Economics, conducts research and provides consultation on topics of regional economic interest. In particular, the Center was involved with Clarkson University, St. Lawrence University and SUNY Plattsburgh in the development of the North Country Consortium on Canadian Studies which brings the four colleges together to work on projects dealing with Canada-U.S. economic relations, The Consortium has collaborated on two studies on the Canada-U.S. Free Trade Agreement and its impact on the economy of the North Country. The Center has also been involved with the North Country Alliance in a variety of capacity building projects geared to economic development.

The Audiology Center also provides noise monitoring, audiometric testing, noise pollution research and hearing conservation services to local industries in accordance with federal and state labor laws.

- The College's North Country Center for Audiology has been serving residents of northern New York for the past twenty years by conducting hearing evaluations. Most of the evaluations are done at the request of the individuals physician or one of the area's medical ear specialists each year . The Center sees close to 500 patients of all ages, from newborns to octogenarians. The Center also provides noise monitoring, audiometric testing, noise pollution research and hearing conservation services to local industries in accordance with federal and state labor laws.

- Potsdam College is descended from the Potsdam Normal School and proudly continues its rich heritage of serving the public educational needs of the North Country and, indeed, the entire state. Recently, efforts in the areas of middle and elementary teacher education have resulted in some exceptional programs. The NSF Model Middle School Science and Mathematics Teacher Preparation Program was funded by a major five-year grant from the National Science Foundation. The program brought faculty from the College together with area middle school teachers to develop and implement interdisciplinary math/science teacher preparation programs for future middle school teachers.

Project SUCCESS and the Super Teams Program work to develop programs for "at-risk" students. The Super Teams program, in particular, is training pre-service teachers to prevent classroom problems leading to "at-risk" behavior. The Reading Center provides clinical diagnostic and remedial tutoring services to area elementary school children in collaboration with the undergraduate and graduate reading courses.

- Potsdam College is also very much involved with a number of migrant worker education programs. Dr. William Q. Davis heads the Migrant Education Census and Recruitment Program that identifies and recruits migrant children throughout the state for educational and support service programs. The Migrant AIDS Education Referral Program seeks to provide AIDS/HIV prevention education to migrant farm workers and their families. The North Country Tutorial Outreach Program and the Migrant Education Consortium are involved in the delivery of services to migrant children.

The North Country Tutorial Outreach Program and the Migrant Education Consortium are involved in the sharing and delivery of services to migrant children.

- Potsdam College was the initiator for establishment of the Northern Advanced Technology Corporation (NATCO), a local economic development corporation and the Council for International Trade, Technology, Education, and Communication (CITTEC), a regional economic development corporation. Both exist to encourage local and regional economic development through the fostering of high-technology business and international trade.

College and Community Interaction

Through its involvement with major community organizations, Potsdam College provides resources not otherwise available to them. These organizations include: the North American Association of Summer Sessions, the Study Council Association of NYS, the National School Development Council, NATCO, CITTEC, ANCA, the Augsbury Institute, the St. Lawrence Chamber of Commerce, the Potsdam Chamber of Commerce, the Jefferson/Lewis Teachers Center, and the Associated Colleges of the St. Lawrence Valley.

Through its involvement with major community organizations, Potsdam College provides resources not otherwise available to them.

In addition, Potsdam College people play leadership roles in many local organizations. Examples include: President of the Canton-Potsdam Hospital Guild, Chair of the Potsdam Zoning Board of Appeals, President of the St. Lawrence Valley Hospice, Treasurer of the

Potsdam Chapter of Kiwanis, Chair of the County Recycling Committee, President of the Potsdam Museum Board, Director of the Potsdam Chapter of the United Way, Secretary of the Tri-County Arts Council, Vice President of the St. Lawrence Valley Council on Alcohol and Substance Abuse, President of the St. Lawrence County Historical Association, Rotary Club members, members of the Board of Directors of MTN, and Board of Education members.

Community people work with the College and serve on such groups as: the RSI Advisory Council, the Potsdam College Foundation Board and Friends of Gibson Gallery ....Nearly 250 community people.

In return, community people work with the College serve on such groups as: the RSI Advisory Council (about 50 community leaders), the Potsdam College Foundation Board (about 30 people), the Potsdam College Council (10 members), Friends of Gibson Gallery (108 people), and other similar groups. Nearly 250 community people actively participate in an advising and assisting the College.

Conferences/Workshops/Non-credit Courses

Potsdam College encourages community use of its facilities whenever possible. It has recently developed a set of guidelines for the use of campus facilities by community groups. The Office of Graduate and Continuing Education is primarily responsible for making the appropriate arrangements for all conferences and workshops held on campus.

The Office of Graduate and Continuing Education provides support to about 100 conferences and workshops held each year at the College.

This Office provides support to about 100 conferences and workshops held each year at the College; some are initiated by outside groups and others within the College. Examples of workshops and conferences initiated by off-campus groups include: Child Abuse Workshops (Canton-Potsdam Hospital), Deer Herd Management, International Reading Association, Bureau of School Food Management and Nutrition, the SUNY Librarian Association, the northern New York Chapter of 9-to-5, BOCES French Immersion Weekends, and High School Science Fairs.

In addition, Potsdam College provides training to the local workforce through such programs as Communication/Speaking Effectiveness organized for ALCOA employees and Supervisory Training Workshops and Dealing With Difficult Clients Workshops held for members of county Social Service Departments in the North Country. The College has also sponsored grant writing workshops and local government planning and zoning teleconferences.

The College offers thirty to forty non-credit courses a year on topics relating to health, fitness, recreation, skills improvement, arts, and crafts.

The College also initiates conferences on many issues of local, regional and state concern. These have included: North Country Alliance Seminars, Science Lab Day, Biology Conference, Students at Risk, Tribal Government and Politics, Speech Tournament, Physical Plant Conferences, Enhancing Regional Marketability Through the Arts Conference, and a Higher Education and Regional Development Conference.

The non-credit course option offers young and old alike the opportunity to experience the joy of learning for its own sake. The Office of Graduate and Continuing Education offers thirty to forty non-credit courses a year on topics relating to health/fitness, recreation, skills improvement, arts and crafts. Specific examples include: Swimming for Adults, Aerobic Dance, Sign Language/Advanced Sign Language, Commit to Quit Smoking, Community CPR and Basic Life Support for the Professional Rescuer, Red Cross Standard First Aid, Lifeguard Training, Hatha Yoga II, Stress Management, Poetry for the Love of It, Guitar Patterns II, Winter Photography, Basic Drawing, Oriental Rugs: A Practical Guide, Organic Vegetable Gardening, Beginning Conversational French, Introduction to Foundation and Corporate Grantsmanship for Nonprofit Organizations, Financial Planning and Notary Public Seminar.

Faculty and Staff

As indicated earlier, Potsdam College faculty and staff are actively involved in the economic, social, political, and cultural life of the local community and region. It is estimated that nearly forty-five percent of the faculty and staff are engaged in volunteer work in the community and contribute about ninety-two hours of work each year. They serve as consultants, conduct training workshops, and make presentations to various organizations in the area. Potsdam College recognizes faculty and staff efforts in public service through the Presidential Award for Excellence in Public Service, and PACES Student and Employee Awards. The College is in the process of compiling a resource manual listing the faculty and staff areas of expertise. The manual will be made available to community organizations on request. Given below are examples of faculty and staff areas of expertise: Kevin Arno, partnerships with public schools; Paul Baktari, human resource management; Melissa Barker, pay equity and comparable worth; Conrad Bautz, public education; Shirley Bryant, word processing assistance; Barbara Burgess, dance and drama; Helen Chapple, writing skills; Ram Chugh, economic impact studies; Diana Cooper, art collection conservation; William Davis, time management; Joseph Di Giovanni, stress management; Nancy Dodge-Reyome, child and adolescent development; Pete Farrell, sports injuries, CPR; David Fregoe, non-verbal communication and leadership skills; Nancy Griffin, desktop publishing and design; Karen Ham, career counseling; David Hanson, alcohol and drug abuse education programs; Kelsie Harder, onomastics; Daniel Hayes, financial management; Bob Jewett, computer assistance; Neil Johnson, physical fitness; John Massaro, civil liberties and the judiciary; Richard Merchant, hearing loss and rehabilitation; William Merwin, higher education administration; Frank McLaughlin, death and dying; Donald Osterberg, aquatic biology; Frank Revetta, seismology; Anne Sisson Runyan, women's studies; Roy Schaberg, music and performing arts; Arthur Sennett, pottery; Armond Spencer, mathematics education; James Sutter, sculpture; Theodore Tate, computer design for small businesses; Patricia Whelehan, AIDS Education; Anna Woods-Elliot, acquaintance rape; and Constance Zelinski, community education.

It is estimated that nearly forty-five percent of the faculty and staff are engaged in volunteer work in the community and contribute about ninety-two hours of work each year.

Project and studies completed by Potsdam College faculty and staff on topics of local and regional interest include: Buy North Country, Kent Gardner; Highway Salvage Program, Garrett Cook; The Town / Village of Massena Consolidation Study, Mark Kasoff and Kent Gardner; Building Local Capacity, NCERC; the Potsdam College Economic Impact Study, Ram Chugh; and the Impact of Canada-U.S. Free Trade Agreement on the North Country Economy, Ram Chugh.

Potsdam College Students

Potsdam College students are encouraged to become involved in community service and many students do so, particularly through fraternities and sororities, other student organizations, churches, internships, and course work. For example, the Mentor Gifted and Talented Program matches college student mentors and gifted elementary students to provide individual enrichment. Students enrolled in " ED-345 Teaching of Reading in the Secondary School" provide volunteer tutoring at Potsdam High School, A.A. Kingston Middle School, Potsdam Campus School, Parishville-Hopkinton Central School, and Norwood-Norfolk Central School. Potsdam College students are also involved in local blood drives and fund raising activities for many needy causes including Share with A Hungry Neighbor and clothing/ toy drives.

The Mentor Gifted and Talented Program matches college student mentors and gifted elementary students to provide individual enrichment.

The College is especially concerned with encouraging area high school students to stay in school. Through programs such as High School Science Lab Day, Model UN, language immersion weekends, High School Speech Tournament, NSF grants and projects, student teaching/field experience placements, as well as through contact with the Superintendents Council, the College reaches out to area high school students and their teachers.

Potsdam College is especially concerned with encouraging area high school students to stay in school.

The College estimates that about forty-three percent of its student body comes from the ANCA region.

Economic Impact

Potsdam College is the third largest employer in St. Lawrence County and makes a significant contribution to the economy . For 1989-90, the College's direct spending was estimated at $33.8 million and indirect spending at $37.3 million giving a total estimated economic impact of about $71 million in St. Lawrence County. In that year, the College directly employed 832 people and is estimated to have indirectly created another 1,359 jobs.

Potsdam College is the third largest employer in St. Lawrence County and makes a significant contribution to the local economy.

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St. Lawrence University

St. Lawrence University seeks to foster in all students a personal ethic that includes a system of values and an expanding sense of responsibility for and service to humanity and the environment. Our community members teach by example; evidence of personal initiative and commitment can be found throughout our campus.

We encourage individual dedication to public service projects by students, faculty and staff, as well as group participation by members of student organizations, residential theme cottages and Greek chapters. Each year, for example, more than 600 students volunteer in the Canton community. The human resources of the College, then, are the best contributions St. Lawrence University can make to its region.

Patti McGill Peterson
President

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St. Lawrence University

Brief Description of Institution

St. Lawrence University was chartered by the Legislature of the State of New York on April 3, 1856. It is the oldest continuously coeducational institution of higher learning in New York State. Founded as a theological school of the Universalist Church, the University is now non-denominational.

Since its founding in 1856, the University has been committed to undergraduate liberal arts education for men and women. Consequently, the University stresses the importance of the individual in all its academic programs. St. Lawrence offers courses leading to the bachelor's degree in arts and science and the master's degree in education.

Since its founding in 1856, the University has been committed to undergraduate liberal arts education for men and women.

The student may select from a great variety of programs, ranging from the highly to the loosely prescriptive, ensuring that each person is able to pursue that program which will make possible the best development of his or her own potentialities. In an effort to ensure that the academic offerings remain relevant to the needs of the students and sensitive to contemporary developments in higher education and society, faculty and students work together in the continuing reassessment of these programs and in the implementation of innovations.

The region in which the University is located contributes greatly to its particular flavor. In academic affairs, in cultural and recreational pursuits, and in social service activities, members of the University community are encouraged to take advantage of the opportunity to explore the ecological, sociological and political problems of the North Country region. The University's rural setting provides an opportunity for all members of the community to develop an awareness of the natural world, their relation to it, their obligations to it. At the same time, the rural location permits living and working in a peaceful atmosphere without the distractions of city living.

In academic affairs, in cultural and recreational pursuits, and in social service activities, members of the University community are encouraged to take advantage of the opportunity to explore the ecological, sociological and political problems of the North Country region.

Significance of Public Service Activities

Located in the small rural community of Canton (population less than 10,000), SLU regards itself as an integral part of the community. This partnership has existed since the time of the University's inception. The community is encouraged to think of SLU's strengths as resources that are available for its needs.

Much of the University's involvement in public service springs from individual initiative and, as such, is basically a decentralized effort. Recently, the University has taken steps to coordinate and oversee these efforts better. Through the establishment of the North Country Research Center and a Conference Center Office, SLU is working to realize maximum potential from its many individual efforts without stifling the creative initiative represented by these efforts.

SLU places strong emphasis on using its strengths in ways that are best suited to the needs of the community. Thus, social service agencies; secondary education; art, music, cultural, and environmental organizations make the most use of SLU's services, followed by economic development and health service organizations.

The University believes that it is rewarded for these public service activities by an enhanced reputation, increased public support, and the fulfillment of professional and moral obligations. All of these lend support to the belief held by SLU that its activities are much appreciated by the community.

SLU ranks conflict with its institutional mission, however, as the most inhibiting factor to its public service activities, with a lack of resources as the second factor. SLU is, by design, a small liberal arts college with strong emphasis on maintaining primacy in teaching and research. Thus, public service activities seem to receive less emphasis.

Over the recent past, SLU has made efforts to overcome this conflict by linking public service to research and teaching through the North Country Research Center. Similarly, SLU has also encouraged fraternities and sororities to be involved in public service. All of these efforts have resulted in increased support of public service activities on SLU's part.

Major Regional Development Activities

The University has developed mechanisms to utilize faculty and staff and other resources to meet the growing needs of the community and region. Most of these outreach program initiatives center around the University's academic strengths and individual faculty and staff expertise.

The community is encouraged to think of SLU's strengths as resources that are available for its needs.

Through the establishment of the North Country Research Center and a Conference Center Office, SLU is working to realize maximum potential from its efforts .

The North Country Research Center provides opportunities for St. Lawrence University to address some of the needs and interests of the northern counties of New York State some research efforts are specifically directed to solving problems of the people and communities of the region.

- The North Country Research Center provides opportunities for faculty and students at St. Lawrence University to address some of the needs and interests of the northern counties of New York State. Established with aid from the University's Ford Foundation Venture Grant, the Center encourages and supports faculty and students from all disciplines to pursue research in the North Country – an area set apart form the rest of the State by its relative isolation, poverty, rural character, proximity to Canada, challenging winters, and the special land-use controls in the Adirondack Park. While some research efforts are primarily of academic interest, others are specifically directed to solving problems of the people and communities of the region. Focus has been on such projects as: "Acid Rain Monitoring in the St. Lawrence River Valley and the Adirondack Foothills," "Social and Environmental Impacts of Rapid Growth Associated with the Expansion of Fort Drum," "Rural Students at Risk -- Development of a Self-Assessment Profile" and "Through the Mill -- 39 Talc Workers Out of Work and Out of Luck."

- The Center for Canadian Studies focuses on the development of courses and programs on Canadian-U.S. relationships. These courses and programs are made available to the community-at-large. The Center also encourages research on Canadian-U.S. economic relationships. The recent Canada-U.S. Free Trade Agreement has been a subject of study by the Center with special emphasis on its impact on the economy of the North Country. The Center is also a member of the North Country Consortium consisting of Clarkson University, Potsdam College and SUNY Plattsburgh and is devoted to projects of mutual interest.

- Many of the University's faculty and staff are engaged in consulting activities for a variety of different organizations. Topics have included zebra mussels, free trade with Canada, Native American Affairs, and economic impact studies.

- Community Forums where President Peterson meets with community groups to discuss issues of mutual interest and the role the University can play to help the community are held periodically.

- The Youth to Youth Conferences held on campus include high school students from throughout New York State participating in seminars, recreation and cooperative games emphasizing healthy social lives, especially drug-free relationships.

- In addition, the International Young Writers Conference, Operation K, Pre-Collegiate Opportunity Program, and the Rotary Critical Issues Conference are initiatives that the University supports on an ongoing basis.

The International Young Writers Conference brings together high school students and teachers from New York State and Canada with professional writers and authors for seminars on writing poetry, fiction, non-fiction and journalism.

Groups of University students travel regularly to the nearby Akwesasne Mohawk Reservation to tutor children and adolescents as part of Operation Kanyengehaga ("Operation K").

Minority high school students from Syracuse, Buffalo and the Bronx participate in the Pre-Collegiate Program which gives them and their parents access to St. Lawrence University professors, students and alumni in an effort to strengthen their commitment to staying in school and pursuing post-secondary education.

Outstanding high school students from New York State and Canada also participate in the Rotary Critical Issues Conference each summer, examining questions of global significance and developing policy statements on those issues for use by legislators.

College and Community Interaction

As part of SLU's increasingly active role in public service, the University has strengthened its bonds with such organizations as ANCA, the Canton Chamber of Commerce the Center for Conflict Resolution, the St. Lawrence County Chamber of Commerce, and the Tri-County Arts Council.

This strengthening has been assisted by individuals from SLU's faculty and staff who play vital roles in several of these community service organizations. A few examples include: Canton Village Board - Peter FitzRandolph; Canton School Board - Gayle Barton; St. Lawrence County Chamber of Commerce - Lisa Cania; Canton Little League - Jim Wallace, Neal Burdick; Citizens Against Violent Acts (CAVA) - Robert Caldwell; Complete Our Pavilion - Robert Wells; and Renewal House -

As part of SLU's increasingly active role in public service, the University has strengthened its bonds with community organizations.

Lynn Sarf.

Finally, SLU strives to link the community with the University and not just the University with the community. To do this, SLU has invited local people to be involved with Talented Juniors, career planning events, the GEAR (Great Eastern Rally of the League of American Wheelmen) Planning Committee, the High School Mathematical Contest, the High School Speech Contest, Hockey Boosters, and the WSLU Annual Fundraiser.

Conferences/Workshops/Non-credit Courses

SLU also links itself to the community by allowing public use of its facilities. There are some restrictions including a deposit of not less than ten percent of total anticipated charges and liability insurance of not less than $500,000. Additionally, participants must abide by New York State law concerning intoxicants, narcotics, drugs, firearms, weapons and explosives (these last three are not allowed on campus). Furthermore, no bicycles are allowed in buildings and no animals are allowed in dorms or dining rooms. Gambling or solicitation in any form is not permitted and smoking is only permitted in designated areas.

In the past two years, local groups initiated the following events at SLU for which the University provided organizational support: Earth Day '91, the Grasse River Players, New York State School Psychologists, Pete Seeger Concert - WOW Fundraiser, regional meeting of North Country administrators organized for Regent Emlyn Griffith, and the Special Olympics Adaptive Games.

The regional themes and concerns of some of the above events are echoed in events organized by SLU further underscoring the importance of these themes and concerns. SLU initiated an Adirondack Conference, a Conference on Toxics in St. Lawrence River, the Ogdensburg Accord Anniversary, and the Steinman Festival which had a Native American theme.

Faculty and Staff

The University further encourages the already strong faculty and staff commitment to public service by taking these activities into account in tenure and promotion decisions. Faculty and staff who have shared their expertise with the community include: Bruce Conn - zebra mussels; Paul Connett - environmental studies; Peter FitzRandolph - ANCA/economics; John Green - Indian Creek Nature Center; Glenn Harris - environmental studies; Chip Jenkins - environmental studies, North Country Research Center; Peter Ladd - conflict resolution; Ellen Rocco - Native American affairs; Sarah Stevens - free trade with Canada; and Robert Wells - Native American affairs.

The University encourages faculty and staff commitment to public service by taking these activities into account in tenure and promotion decisions.

Furthermore, many of the projects and studies that faculty and staff engage in are related to a topic of local or regional interest. These have included: Wendell Brown - economic impact study; Bruce Conn - shadflies; Tom Greene - Canton survey; Lee Harper - tern nesting on the St. Lawrence River; Glenn Harris - ground water contamination; Al Schwartz - Canadian/American environmental issues; and Robert Wells - Native American affairs.

St. Lawrence University Students

SLU students respond to this atmosphere of community interest and concern by becoming enthusiastically involved in public service. Such programs as Adopt - a - Grandparent, Big Brother/Big Sister, Easter Egg Hunts, Fall and Spring Clean up/Fix up, Handicapped Swimming, Haunted House, holiday dinners for the elderly, Operation K, playground construction, Smiles on Horseback, and the visiting pet program offer something for almost everyone and allow a diverse range of students to be active in the community.

Thirty percent of SLU's students come from the ANCA region. The more than thirty scholarships that are available for local students is surely part of the reason for this.

SLU also encourages local high school student involvement with collegiate life through the Pre-Collegiate Opportunity Program, Operation K, Talented Juniors, Upward Bound, and the Liberty Partnership Program.

Economic Impact

St. Lawrence University is a vital part of the economy of the county in which it resides. During the 1989-90 academic year, SLU had an annual operating budget of $49.4 million, employed 629 full-time and two to three hundred part-time workers, and brought to the area over 2,000 students, as well as a large number of visitors. A study in 1989-90 showed that in St. Lawrence County approximately $31.8 million in gross incomes and 1,130 jobs were the result of the combined direct and indirect expenditures of St. Lawrence University, its students, and its visitors. These incomes and jobs would not exist if it were not for the presence of SLU. While less easy to quantify, the impact of the University on the social and cultural environment of the community is significant.

St. Lawrence University is a vital part of the economy of the county in which it resides. Approximately $31.8 million in gross incomes and 1,130 jobs are the result of the combined direct and indirect expenditures of St. Lawrence University, its students and its visitors.

Contact People

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SUNY Oswego

The mission of the College at Oswego includes an elaboration of three central goals: to learn, to search, and to serve.

The latter goal speaks to our commitment to public service and states that "the College promotes mutually nurturing relationships between itself and the community at large, as a service center making its resources available in support of the educational, artistic, social and economic activities of the region. The College functions as a primary source of intellectual, cultural and recreational activities for the region."

In addition, our five-year plan emphasizes community outreach as an essential element of our College effort. We believe that collaboration and partnership, within the region, are critical to our collective future and we appreciate the opportunity to offer evidence of our commitment to the North Country.

Stephen Weber
President

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SUNY Oswego

Dedicated to providing students with a broadly based education, SUNY Oswego offers forty-three programs leading to a Bachelor's degree, nineteen programs of graduate study leading to a Master's degree, and three programs in preparation for a Certificate of Advanced Study.

Brief Description of Institution

The State University of New York College at Oswego is a multi-purpose college of Arts and Science located on a spacious, tree-lined campus along the shore of Lake Ontario. Originally founded as the Oswego Normal School in 1861, the College became Oswego State Teachers College in 1948. While maintaining its high standards as a center for teacher education, the College began to broaden its academic perspective in 1962 when it became one of the colleges of arts and dcience in the State University system.

Nature and many dedicated men and women have worked harmoniously to create at SUNY Oswego a highly desirable campus for learning, reflectio, and achievement. Superb physical facilities are complemented by an incomparable location on the shore of Lake Ontario. Throughout the campus are untouched natural spaces with trails and recreational areas. New buildings -- only three campus buildings pre-date 1953 -- house spacious modern laboratories, classrooms, learning centers, art studios, sports facilities, and theaters and auditoriums for performing arts. The College at Oswego abounds with tradition. Theodore Roosevelt unveiled the statue of Edward Austin Sheldon, the College founder. Franklin Delano Roosevelt laid the cornerstone for Park Hall, an industrial arts building. The Iroquois Confederacy and the lore of James Fenimore Cooper, who wrote about Oswego in The Pathfinder, are recalled in names of some other campus landmarks.

Dedicated to providing students with a broadly based education, SUNY Oswego offers forty-three programs leading to abachelor's degree, nineteen programs of graduate study leading to a master's degree, and three programs in preparation for a Certificate of Advanced Study. The College's academic diversity includes a number of professional degrees such as those offered in business administration, public justice, computer science and communication studies.

Students number over 8,300 and are taught by a fine faculty of scholars whose goal is quality classroom instruction and individualized attention whenever possible. The effective student-faculty ratio is approximately 20:1. Approximately seventy percent of the full-time teaching faculty hold doctoral degrees or the terminal degree in their fields.

Students at SUNY Oswego often become involved in co-curricular activities which complement their academic program. Since the campus is situated in a residential community that welcomes college-community interaction students find that the College at Oswego provides a fine blending of college learning and small community involvement.

Since the campus is situated in a residential community, students find that the College at Oswego provides a fine blending of college learning and small community involvement.

Significance of Public Service Activities

SUNY Oswego regards public service activities as essential to its educational mission and a source of strength. To emphasize this commitment, the College has incorporated community outreach as one of its five current institutional goals: faculty development, multicultural diversity, greater self-sufficiency, community outreach, and enhanced cultural and aesthetic environment. In fact, the College has shown an increase in public service activities over the past few years which is partly a result of this commitment.

In support of this commitment, SUNY Oswego makes its resources available to the local community and assumes leadership roles in the United Way, the Chamber of Commerce and local politics. The Division of Continuing Education acts as an umbrella agency bringing all available resources together to meet community needs. It is an important link between the community and the College.

SUNY Oswego estimates it has devoted $447,000 annually to public service activities.

SUNY Oswego estimates it has devoted $447,000 annually in resources and facilities to public service. This estimate includes expenditures for Public Radio (WRVO), faculty, conference services, senior administrative support and facilities. Despite budget constraints, SUNY Oswego's estimated public service expenditure shows a strong commitment to public service activities, a commitment that would, no doubt, be increased if more resources were available.

All programs are targeted carefully and developed in close cooperation with local community organizations (businesses, schools, local governments, etc.) In developing these programs, SUNY Oswego strives to maintain sensitivity to the needs and aspirations of the community. Consequently, the public service role of SUNY Oswego is both appreciated and admired, and the College is perceived as a neighbor and an important asset upon which the community can rely.

The College is perceived as a neighbor and an important asset upon which the community can rely.

In addition to the mutually beneficial results of the College and community interaction, SUNY Oswego notes an enhanced reputation, increased public support, and the fulfillment of professional and moral obligations among its reasons for engaging in public service activities. Strengthening the academic mission is also an important motivating factor. It is worth noting that SUNY Oswego regards a lack of resources as the largest obstacle to further involvement in public service activities. While it has not deterred SUNY Oswego's commitment to public service, the lack of resources has made careful targeting and efficient utilization of these resources extremely necessary.

Major Regional Development Activities

SUNY Oswego has made efforts to link its regional economic development and other initiatives to its academic strengths. In doing so, the College is ever mindful of the unique regional environmental, economic and social concerns which emerge because of SUNY Oswego's location on the shores of Lake Ontario. Public service activities have been creatively designed to enrich the learning, research and service objectives of the institution. This is evident in many of the initiatives described below.

Public service activities have been creatively designed to enrich the learning, research, and service objectives of the institution.

- ***CITT***
- ***Business Industry Center***
- ***Total Quality***
- ***Project SMART***
- ***Research Center***
- ***Rice Creek Field Station***
- ***Evening Degree Programs***
- ***National Issues Forum***
- ***Energy Education Institute***

- The Center for Innovative Technology Transfer (CITT) provides design and prototype services for innovative products and processes. CITT uses the expertise of faculty and staff from a variety of departments and the multi-million dollar facilities available through the Department of Technology. These facilities include well-equipped technical laboratories for ideation and design; electronic device, metal, plastics, wood, and ceramics fabrication; computer-aided design and drafting; transportation and vehicle systems; and communications systems.

With the help of CITT, Peter Salato and the BO-MER Manufacturing Company in Auburn are producing Salato's invention, the Easy Spacer, which is a simple length of plastic designed to regularize the spacing of boards on a deck while at the same time protecting the underlying joist from water damage. This invention, once it reaches its market potential, is predicted to double the company's annual sales and lead to an increase in its forty-five person workforce.

CITT has also helped a local car wash operator develop a device to clean whitewall tires, a professional musician design an improved ligature for reed instruments, and a retired designer of handbags produce an improved mop and bucket. These are all part of CITT's attempts to translate good ideas into real products.

With the help of CITT, Peter Salato and the BO-MER Manufacturing Company in Auburn are producing Salato's invention, the Easy Spacer.

CITT is run by a director and associate director and has twenty faculty members and a cadre of additional technicians to work on various projects.

• The Business Industry Center works in partnership with local business and industry to provide educational and training opportunities. Many of these training programs are based on the results of a survey co-sponsored by the Private Industry Council (PIC.) The Center provides such assistance as marketing and feasibility studies, business plan development, financial planning, computer systems applications, organizational analysis, employee training and management development. Faculty members from the Business, Economics, and other related departments are involved in carrying out the training and other programs of the Center.

The Business Industry Center provides marketing and feasibility studies, business plan development, financial planning, computer systems applications, organizational analysis, employee training and management development.

• SUNY Oswego is involved in a variety of programs for Total Quality. A grant proposal was developed to establish a supplier network Total Quality program involving four medium-to small-sized manufacturing firms. Total Quality training in industrial engineering has been provided to local firms. Supervisory training for self-managing work teams has focused on Total Quality. A Total Quality committee was established to encourage new initiatives by local business and industry.

• In partnership with local industry and to assist with upgrading the skills of the local workforce, American Management Association (AMA) Management Development Certificate Programs are delivered on campus.

• Project SMART (Science and Mathematics Applied Resources for Teaching) sends Oswego County schoolchildren into area industries to see how their math and science courses will help them in their future careers and helps ensure the availability of a trained workforce for business and industry. At the same time, the Project creates staff development workshops for teachers. A steering committee consisting of representatives from SUNY Oswego, the Oswego County school districts, and businesses and industries in central New York is working to keep the program going beyond the three years funded by a grant from the National Science Foundation.

Project SMART sends Oswego County schoolchildren into area industries to see how their math and science courses will help them in their future careers.

- The Research Center was created to serve as a focal point for environmental and ecological research consistent with and supportive of the educational objectives of the College. SUNY Oswego's location is ideal for this type of research, situated as it is overlooking the southeastern shore of Lake Ontario. In addition, the Oswego River watershed, the Tug Hill Plateau, the Adirondack Mountains, the Thousand Islands of the St. Lawrence River, and the Finger Lakes are all within a 100-mile radius.

The Research Center has concentrated on limnology and fisheries ecology, biological oceanography and marine coastal processes, toxic contamination, and environmental communications. The long-term goals of the Research Center include strengthening the working relationships among city, count, and state organizations to ensure that diverse and complex environmental issues are integrated into the decision-making process. These activities will involve the Center serving in an advisory capacity to assist with the implementation of federal and state laws relating to water quality protection and effective environmental land-use planning.

The long-term goals of the Research Center include strengthening the working relationships among city, county and state organizations to ensure that diverse and complex environmental issues are integrated into the decision-making process.

Additionally, the Research Center maintains a working agreement with the State University of New York, College of Environmental Science and Forestry at Syracuse. By this formal agreement, both institutions benefit from an expanded scientific resource base for interdisciplinary research. Through joint and adjunct appointments, staff at both institutions support graduate student research and co-direct dissertation projects.

- The Rice Creek Field Station is an instructional and research unit of SUNY Oswego. The Station offers a series of four seasonal programs in Nature Education annually. These programs, designed for adults, youths and families, provide opportunities to learn about the environment through a variety of short courses, seminars and workshops. The summer program features a series of short courses in nature study for children as well as for seniors through Elderhostel.

- Evening Degree Programs are designed to meet the needs of non-traditional students, residents of the communities, and employees of various local businesses and organizations. There are three undergraduate evening degree programs at SUNY Oswego. The Bachelor of Science Degree in Business Administration, the Bachelor of Arts Degree in Informational Science, and the Bachelor of Arts Degree in Public Justice can be pursued on a part-time basis through classes that begin no earlier than 5:30 p.m. More than one hundred students are enrolled in these new and expanding programs.

Evening Degree Programs are designed to meet the needs of non-traditional students, residents of the communities, and employees of various local businesses and organizations.

- The National Issues Forum brings speakers of national and international renown to SUNY Oswego. The Forum is a community-sponsored initiative in which SUNY Oswego takes the organizational lead. Speakers focus on national and international events, bringing the outside world to the community. No community is immune to the problems facing the whole world, and the Forum helps keep the local community in touch with how others are dealing with these concerns.
- The Energy Education Institute aims to upgrade the teaching of science and technology by emphasizing energy education. Hands-on workshops are offered to science teachers at all levels from elementary school to high school. The teachers in turn take their experiences back to the classroom. Over 300 teachers and a quarter of a million students have benefited from this program since it was introduced in the mid-1980s.

The Energy Education Institute aims to upgrade science and technology teaching by emphasizing energy education.

College and Community Interaction

SUNY Oswego's community involvement flows from a long tradition of mutually beneficial interaction between the College and the community.

The lengthy list of community organizations of which SUNY Oswego is a member reflects this interaction. SUNY Oswego maintains board affiliations with the local Economic Development Zone, Operation Oswego County, the Greater Oswego Chamber of Commerce and the Child Care Council; is a strong supporter of WRVO National Public Radio; and is a member of ANCA, the United Way of Oswego County and the Private Industry Council.

Furthermore, individual members of the SUNY Oswego commu-

The talent and expertise of the SUNY Oswego people not only build links between the community and the College but also helps strengthen these organizations.

nity have acted as President for the Greater Oswego Chamber of Commerce, President for the United Way of Oswego County, and as Board Members of many of the organizations listed above. The talent and expertise of the SUNY Oswego people not only build links between the community and the College but also help strengthen these organizations.

SUNY Oswego's efforts to encourage involvement of the community with the College has also resulted in local people working on College projects. Local people are on the Foundation Board, the College Council, the Alumni Board, and the Business Industry Center Board and have been involved in the Presidential Search Process and the Dean of Continuing Education Search Process. Additionally, grant writing and conference planning has been undertaken in cooperation with Operation Oswego County, Greater Oswego Chamber of Commerce, Cooperative Extension, and BOCES.

Conferences/Workshops/Non-credit Courses

SUNY Oswego has demonstrated institutional support for public service by making it one of five institutional goals, as noted above. To meet the increasing demand for conferences, workshops and seminars, SUNY Oswego has created, within the Division of Continuing Education, a Conference Services Office to ensure that these events run smoothly.

In many cases, SUNY Oswego has taken external requests for assistance and has custom-designed conferences or workshops to meet those needs, particularly when it comes to providing training support for the local workforce. SUNY Oswego has offered conferences and workshops for the Business Council, the Maritime Foundation, the Oswego County Department of Social Services, Oswego Hospital, the Chamber of Commerce, the Oswego County Department of Soil and Water Conservation, the U.S. Coast Guard, the Great Lakes Research Consortium, the Alcan Corporation, Niagara Mohawk and the Oswego Fire Department, among others.

The Business Industry Center, the Energy Education Institute and Project SMART represent three major institutes designed to meet community needs, frequently by organizing conferences, workshops, and seminars. SUNY Oswego has also sponsored three conferences/teleconferences on Total Quality.

The Business Industry Center, the Energy Education Institute, and Project SMART represent three major institutes designed to meet community needs, frequently by organizing conferences, workshops and seminars.

SUNY Oswego also designs non-credit courses to meet community needs. For example, Golf for the Beginner, Learn Gymnastics, Karate, Introduction to Macintosh, Intermediate Macintosh, Yoga, and Continuing Italian have all been offered over the past few years.

In addition, over the last year, SUNY Oswego has offered eighteen credit courses through the North Country Consortium, twenty-four credit courses in support of Evening Degree Programs, eighteen in support of the Master of Science in Management, two in support of Child Development Associate Program, and others at extension sites in central New York.

Faculty and Staff

SUNY Oswego faculty and staff continue to support public service strongly even though the peer review process tends to undervalue public service. Some of the SUNY Oswego people involved in public service include Roger Hinrichs and Carlton Salvagin, Energy Institute; Ron Scrudato and Larry Fuller, Environment; Lanny Karns, Total Quality; Don Herring, Human Resources; Said Atri and Jack Miller, Economic Impact; Dave Faux, Printing and Graphics; Tom Gooding and Nathan Swift, Project SMART; Paul Rodin and Cheryl Kaus, Adult Development/Aging; Marian Schoenheit and Linda Sheive, Group Process; Bruce Lester, Leadership, Conflict Resolution, and Training; Jim Howard, Motivation; Helen Daly, Toxicology; and Barbara Beyerbach and Rhonda Mandel, Early Childhood and Child Care.

Faculty and staff support is also reflected in the large number of studies and projects undertaken which have local impact. Some studies and projects receiving external funding in the past year include Ballentine: "Field Study & Modeling of Lake Effect Snow near Lake Ontario"; Chermack: "Bennett's Bridge NADP Site Operation"; Commerton: "Maintenance & Operation of Local Public Document Room"; Gerber: "Liberty Partnership"; Hinrichs: "Institute and Workshop in Energy Education"; Korpan: "Safety and Health Training and Education"; Osborne: "Microfilming Oswego City Directories"; Scrudato: " Summer Practicum for Environmental Problem Solving";

Shigley: "1990 Community Service Grant"; Stewart: "Lamprey Eel Spawning Runs in Great Lake Tributaries", "Energetics of Rainbow Smelt", and "Dynamics of Pelagic Planktivores"; Syrell: "Oswego County Training Survey"; and Vanouse: "Changes in Interpretation: The Courts and the Constitution."

Many students are active in organizations such as Big Brother/Big Sister Program and Adopt-A-Grandparent Program in order to share their time and energy with the community.

SUNY Oswego Students

SUNY Oswego students are also affected by the College's strong commitment to community involvement. Many of them are active in organizations such as Big Brother/Big Sister Program and Adopt-A-Grandparent Program in order to share their time and energy with the community. In addition, the Experience-Based Education Office offers credit-bearing and practical internships with a number of not-for-profit agencies in the community.

The largest percentage of SUNY Oswego's students come from Oswego, Oneida, Jefferson, Saratoga and St. Lawrence Counties with more than twenty-five percent from the ANCA region as a whole.

Some scholarships are available to encourage local high school students to attend SUNY Oswego. In particular, the Elsie Hutchinson Morris Scholarship is for students from an Oswego County high school and both the Clara Hill Murphy and Dowd Scholarship give preference to Solvay High School students.

SUNY Oswego is also involved with the BOCES Senior Program to provide an opportunity for seniors in rural high schools to gain college level experience/credit.

SUNY Oswego believes that its economic impact study demonstrates what an important regional asset the College is. SUNY Oswego estimates .... a total [economic impact] of $72.9 million.

Economic Impact

SUNY Oswego believes that its economic impact study demonstrates what an important regional asset the College is. SUNY Oswego estimates direct expenditures of $52.2 million for 1990-91 and indirect spending of $20.7 million for a total of $72.9 million. In addition, SUNY Oswego directly employs over 1,400 people (FTE) and another 1,401 jobs are created indirectly.

Contact People

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Donna Exline, Director of Conferences, 315-341-2270

Ronald Scrudato, Director of Research Center, 315-341-3639

Harry Hawkins, Director, CITT, 315-341-2128

C. Thomas Gooding, Dean of Graduate Studies and Director of Project SMART, 315-341-3152

Roger Hinrichs and Carlton Salvagin, Co-Directors of the Energy Education Institute, 315-341-3057

SUNY Plattsburgh

As an integral part of the world's foremost public university system, the College at Plattsburgh serves as an academic, cultural and economic center.

Service to the broader community is clearly reflected in all that we do. A myriad of meaningful partnerships with schools, human service agencies, business and industry, and others facilitates our stewardship and guarantees real and pragmatic contributions. Our strong commitment to involving students, faculty, staff and community members in global initiatives with Canada and other world regions strengthens, at once, the service mission of our University and our College.

Charles O. Warren
President

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SUNY Plattsburgh

The vitality of the institution goes deeper than academic diversity and excellence. It begins with the philosophy that the liberal arts are the essence of education.

While developing diversity of majors, minors and study options, SUNY Plattsburgh has been careful not to begin any before program quality is a certainty.

Brief Description of Institution

SUNY Plattsburgh, located adjacent to a residential district in the city of Plattsburgh, is the principal educational, cultural and public service resource in a northeastern section of New York State stretching from the Canadian border twenty miles away to St. Lawrence County to the west and south through the vast Adirondack Park to the Lake George-Glens Falls region. The College's "North Country" locale is renowned for its natural beauty, popular tourist attractions, its four-season recreational opportunities, the friendliness and hospitality of its people, and its invigorating, healthful climate. Greater Plattsburgh is a community of 40,000 people. It is bordered by Lake Champlain, America's "sixth Great Lake" near the Adirondack Mountains. Montreal, Lake Placid and Burlington, VT, are all within an hour's drive of Plattsburgh.

The College is a special educational community that maintains high academic standards in a caring, supportive environment. It offers a choice of nearly sixty major fields of study, taught by a first-rate faculty and complemented by a wide variety of minors and study options; maintains a strong international focus, especially in Canadian and Latin American studies; and is committed to expanding minority enrollments and support services and to fostering multi-cultural understanding and awareness. SUNY Plattsburgh's major programs are divided among academic units grouped in the arts and sciences, business and economic, and professional studies.

Most of SUNY Plattsburgh's 300 teaching faculty hold the doctorate degree. They view themselves as teachers-scholars and teachers-artists. Many involve students in their own original research. This has led to a growing number of projects in which students are listed with faculty on publications and as participants in exhibitions or in presentations at professional meetings. The College's support staff consists of about 100 highly qualified professionals whose expertise extends from counseling and job placement to help with financial problems, academic advisement, and student activities planning and coordination.

About 900 freshmen and 700 transfer students enter SUNY Plattsburgh each fall. Ninety-six percent of a student population of about 5,500 undergraduates are residents of New York State, with the greatest number coming from three regions: the Metropolitan area (mostly Long Iisland and Westchester and Rockland Counties), the North Country and the Capitol District.

Students are welcomed in the community and appreciated for what they contribute to its educational, cultural, economic, and social vitality.

Students are welcomed in the community and appreciated for what they contribute to its educational, cultural, economic and social vitality.

Significance of Public Service Activities

The College has a rich tradition of making its resources available to the community and region in order to improve the social and economic life of the people. This tradition has become an accepted part of the day-to-day functioning of the institution. The College is located in the very heart of the city of Plattsburgh and merges beautifully with its surroundings. There is no sense of an aloof "ivory tower" at SUNY Plattsburgh as city residents mingle freely and peacefully with the academic community.

The College has a rich tradition of making its resources available to the community and region to improve the social and economic life of the people.

SUNY Plattsburgh regards public service activities as a central part of its educational mission and has developed several programs and initiatives to meet a wide variety of regional, state, national and international needs. This commitment has received further impetus in the recent past under the College's current president, Charles O. Warren. Dr. Warren has encouraged the College to take a comprehensive look at its involvement in public service activities and to develop an appropriate institutional structure to provide those services.

The College's plan of action is spelled out in the "Public and Regional Service -- Major Directions" section of the Institutional Goals, revised 1991. The outreach activities of the College are given overall direction from the Office of the President. Depending on the particular characteristics of the initiative, these activities are then overseen by the Office of the Vice President for Academic Affairs, the Office of the Vice President for Student Affairs, the Office of College Relations and Development, the Center for Lifelong Learning, the Technical Assistance Center, and/or the Institute for International Business Education, Research, and Training (IBERT).

SUNY Plattsburgh regards public service activities as a central part of its educational mission.

Public service activities at SUNY Plattsburgh are focused on the local communities in Clinton County, the ANCA region and New York State. These activities also address the relations between Canada and the U.S.

Major Initiatives

- ***TAC***
- ***IBERT***
- ***Center for the Study of Canada***
- ***RSI***
- ***College Auxiliary Services***

Over the past two years, however, the College has been devoting more resources to serving the broader international community through the IBERT. Because of IBERT, SUNY Plattsburgh's efforts at the international level are greater than any other college or university in the ANCA region, and IBERT is making plans to expand its initiatives to Eastern Europe and South America.

The types of organizations which make the most use of SUNY Plattsburgh's public service include local and regional governmental organizations, social service agencies, elementary and secondary education, environmental and health service organizations, and New York State.

When rating the factors that encourage involvement in public service, SUNY Plattsburgh is one of the few institutions in this survey which note that "public service is an integral and central part of the mission" and ranked it as most important. Strengthening the academic mission and fulfilling professional and moral obligations are also listed. It is worth noting that this strong link between public service activities and the mission of the College is stated clearly and often.

Major Regional Development Activities

The College has taken several initiatives to reach out and help solve regional social, economic and environmental problems. Through this involvement, the College attempts to meet the service component of its three goals of teaching, research and service. The initiatives are listed below.

• The Technical Assistance Center (TAC) is a significant part of SUNY Plattsburgh's commitment to improve the lives of area residents. Principal support for TAC services comes from New York State and the federal government through the Economic Development Administration and the Small Business Administration. TAC receives additional support from private corporations and private non-profit economic development organizations.

The mission of TAC is to stimulate capital investment and create new jobs in New York's sixteen northernmost counties by providing economic development and business assistance services. Created twenty years ago, TAC is a flexible, problem-solving organization that

The mission of TAC is to stimulate capital investment and create new jobs in New York's sixteen northernmost counties by providing economic development and business assistance services.

researches and selectively applies resources to the various problems confronted by new ventures, business stabilizations and expansions, and community and regional development programs.

The full-time TAC professional staff ranges from six to eight with experience and education in marketing, strategic planning, computers, organizational structure, and community development.

TAC's client base includes individuals interested in starting new ventures, existing businesses which need help with stabilization or expansion activities, and government and non-profit organizations whose programs affect the well-being of northern New York residents. TAC is also involved in several non-client-specific economic development activities, including economic data dissemination and analyses.

TAC was also instrumental in the development of the North Country Consortium which brings SUNY Plattsburgh, Potsdam College, Clarkson University and St. Lawrence University together to work jointly on projects of common interest. For example, the Consortium completed two funded projects examining the economic impact of the Canada-U.S. Free Trade Agreement on the North Country.

The Center was also instrumental in the development of the North Country Consortium which brings SUNY Plattsburgh, Potsdam College, Clarkson University and St. Lawrence University together to work jointly on projects of common interest.

- Through TAC, SUNY Plattsburgh also belongs to the statewide network of RSI's. Through the RSI, the College is able to coordinate its efforts with those of other Institute's across the state to meet the needs of local governments, economic development organizations, human and social service agencies, and others.

- The International Business Education, Research and Training (IBERT), organized in 1990, is evidence of a further commitment by SUNY Plattsburgh to provide technical assistance to organizations engaged in international business. Administered jointly by SUNY Plattsburgh's School of Business and Economics and its Technical Assistance Center, IBERT combines the expertise of an international faculty with the resources of TAC's economic development staff.

Specifically, the purposes of IBERT are to link the data, analyses and training needs of businesses and governments with the expertise of SUNY Plattsburgh faculty; to carry out international business projects using IBERT and TAC staff, SUNY Plattsburgh faculty and students; to provide international training and educational business seminars; and to provide consulting services to businesses and governments seeking expansion in international markets and to foreign businesses desiring to locate in New York State.

IBERT provides services in translating business documents into French, Spanish, German, Russian, Czech and Polish, and provides interpreters who can facilitate international business negotiations.

IBERT also offers customized consulting services to U.S. companies interested in expanding to Canada, Latin America, Eastern Europe, or Asia, and international companies seeking investment opportunities in New York State. It provides services in translating business documents into French, Spanish, German, Russian, Czech and Polish, and provides interpreters who can facilitate international business negotiations.

A representative sample of training programs includes: Export Promotion and International Expansion, International Marketing Distribution Channels, Transnational Accounting Systems, International Finance Management, International Laws and Regulations, Human Resource Development and Management, Joint Venture Operations, Custom Broker and International Freight Forwarder Operations, and Management Information Systems.

The Center for the Study of Canada directs a comprehensive Canadian Studies program. The Center is the only Canadian Center in the SUNY system and is considered a role model for others.

- The Center for the Study of Canada directs a comprehensive Canadian Studies program. (The Center is the only Canadian Center in the SUNY system and is considered a role model for others.) Its mission is to encourage research on Canadian-U.S. relations, specifically the Free Trade Agreement. The Center offers a wide variety of courses for academic credit on Canada through various departments at the College. Equally important is its internship program whereby students are provided with opportunities to work for a semester or an academic year with Canadian businesses and government institutions in Canada, the United States and Europe.

The Center recently celebrated its 25th anniversary. With support from the government of Canada, it operates a Canadian Film Distribution Center (the only such facility on American soil) that houses the largest collection of Canadian educational films and videos in the U.S. and makes them available on request to individuals, organizations and schools at nominal cost. Over the years, the Center has organized a series of annual conferences for a variety of constituents. These include the Ontario Summer Seminar and Quebec Summer Seminar for university professors; the Canada-U.S. Business Conference for leaders in business, government and academe; the French Canadian Institute for Language and Culture for high school teachers; and the Canadian Summer Workshop for social studies teachers. The Center also organizes on an ad hoc basis many in-service workshops for teachers. The Center's resources and expertise are available to the public and community organizations.

SUNY Plattsburgh plays an important role in the community through its deep involvement with local and regional organizations.

- The College Auxiliary Services, Inc. (CAS), in addition to managing food services and the College Store, organizes conferences at SUNY Plattsburgh through its Conference Coordinator. CAS also maintains a separate facility for conferences known as the Valcour Educational Conference Center. The Valcour Center, a residential facility, is located five miles south of the main campus on the shores of Lake Champlain. This lovely nine-acre estate offers a panoramic view of the Green Mountains of Vermont, and it is available to the College community for a variety of activities and educational programs. Conferences and workshops sponsored by the various institutes at the College are often held at the Valcour Center. The facilities are also available for educational purposes to outside groups.

College and Community Interaction

SUNY Plattsburgh plays an important role in the community through its deep involvement with local and regional organizations. It plays a leading role in such organizations as ANCA, Plattsburgh and Clinton County Chambers of Commerce, Clinton County Area Development Corporation, Plattsburgh Downtown Task Force, Lake Champlain Advisory Committee, Rotary Club, WCFE Board of Directors, New York Environmental Planning Lobby, Kiwanis Club, Lions Club, Plattsburgh Board of Education, Governor's Commission on the Adirondacks in the 21st Century, NYS Senate Higher Education Advisory Committee, Crary Foundation, Child Care Board, Miner Institute, North Country Regional Economic Development Working Cabinet, American Cancer Society, and Clinton County Legislature.

SUNY Plattsburgh also encourages individual community involvement and notes proudly that members of the SUNY Plattsburgh faculty and staff have served as Chair of the Community Service Board, Chair of the Alcohol and Substance Abuse Committee, Chair of the Clinton County Legislature, President of the Environmental Planning Lobby, *Finally, the College seeks two-way community involvement by including people from the area on its many boards and advisory committees.*

President of the Plattsburgh Lions Club, and President of the Plattsburgh Board of Education.

Finally, the College seeks two-way community involvement by including people from the area on its many boards and advisory committees including the College Council, the Plattsburgh College Foundation, the College Auxiliary Services Board, the Booster Club, and the U. S.-Canada Business Advisory Council.

Conferences/Workshops/Non-credit Courses

The Center for Lifelong Learning and the College Auxiliary Services work closely together to coordinate many requests for conferences and workshops. In the past few years, for example, SUNY Plattsburgh has hosted the Lake Champlain Management Conference, the Lake Champlain Research Consortium, the Champlain Valley Builders Exchange, NYS Department of Environmental Conservation Meetings, the United Way , the Clinton County Health Department, the Adirondack Herb Society, NYS Nurses' Association, the NYS Department of Environmental Conservation Water Fowl Meeting, the Champlain Valley Family Center and Youth Bureau Meeting, the League of Women Voters, an Amnesty International Informational Program, and Local Union 186 - Education and Training Workshop.

SUNY Plattsburgh has hosted a number of conferences and workshops by these outside groups on topics of local and regional importance.

The list of conferences and workshops initiated by SUNY Plattsburgh is also a long and impressive one. The College takes particular pride in the efforts it makes to bring art, music and cultural events to the local community. The College sponsors a Campus Poet Series, a Visual Artists Series, a Champlain Chamber Music Series, as well as art exhibitions, jazz festivals, and year-round theater productions.

The College also sponsors a number of community service programs which have included an annual HIV/AIDS conference (1992 marks the fourth year with the 1991 conference breaking all records for attendance); Summer Safari at SUNY (children's programs); the NYSED mandated child abuse course; asbestos abatement programs for contractors, workers and state employees; and a two-day workshop: Assessing Substance Abuse for Credentialed Alcohol Counselors. Internationally, the College has been offering three-week business management and accounting programs to Russian business executives and accountants. This program was developed by IBERT which hopes to expand the program to South American and East European countries.

In addition to its role as cultural center for the community, SUNY Plattsburgh is a training site for many local organizations. The Competitive Edge: World Class Manufacturing for North Country Manufacturers Conference, cosponsored by Clarkson University, was a fine example of a creative way to meet a number of local needs with one event.

Finally, as an educational institution, SUNY Plattsburgh recognizes that many people depend on the institution for education through both credit and non-credit courses. The College's wide variety of courses attests to its commitment to meet an equally wide variety of community needs. Over the past few years, the College has offered over sixty courses including: Introduction to Sign Language; Education in Contemporary Society; Expository Writing; Management Supervision; Calculus II; Computers in Education; Modern Drama: 1800-1925; Sociology of Health and Medicine; Career Education for Handicapped; Take One: Television Production; Tap Dance; Fossils, Trilobytes, and Dinosaurs; and Women in Criminal Justice.

The College's wide variety of courses attests to its commitment to meet an equally wide variety of community needs. Over the past few years, the College has offered over sixty courses.

Faculty and Staff

Faculty and staff participation in community service is an integral part of SUNY Plattsburgh's strength. This participation is recognized through numerous awards, including the Chancellor'sAwards, and through the use of public service as a criterion for promotion and reappointment. SUNY Plattsburgh faculty and staff who have given of their time and energy to support public service initiatives include Peter Gore who is working for the U. S. Agency for International Development in El Salvador; Jim Olmstead who is the Secretary/Treasurer of the New York State Geological Association; Richard Lamb and Bryan Higgins who have extensive consulting experience in the area of land use planning and land use regulation with the communities in Northern New York; Bob Fuller who is a member of the Technical Advisory Committee of the Lake Champlain Management Conference; Donald Bogucki and Gerhard Gruendling who have received numerous state and federal grants for acid rain and wetlands research in the Adirondacks; and James Dawson, SUNY Distinguished Service Professor, who is President

This participation is recognized through numerous awards, including the Chancellor's Awards, and through the use of public service as a criterion for promotion and reappointment.

of the New York Environmental Institute and President of the Environmental Planning Lobby, Inc. and a member of the Lake Champlain Management Conference as well as on the Board of Directors of the Lake Champlain Committee, Inc., the Adirondack Council, the Adirondack Land Trust, the Adirondack Nature Conservancy, and the New York Parks and Recreation Association.

Additionally, some SUNY Plattsburgh faculty and staff have made local concerns the focus of their academic work. This has resulted in studies and projects such as "Support Networks of the Rural Elderly" - Eleanor Stoller; "Regional Marketing Campaigns" - Nancy Church; "School Age Child Care Programs: Building Effective Partnerships With Parents and Schools" - Jane Gore; "Evaluation of the Potential Impact of Lampricide (TFM & Bayer 73) on Lake Champlain Wetlands" and "Height Discharge Curves for Selected Lake Champlain Tributaries" - Donald Bogucki and Gerhard Gruendling; "Alzheimer's Disease Assistance Center" - Taher Zandi; and "Single Parent Issues" - J. Michael Ritty.

SUNY Plattsburgh Students

Fifty-two percent of SUNY Plattsburgh's students come from the ANCA region. While allowing the College to maintain close ties to the community through its students, this figure also means that the student body at SUNY Plattsburgh is diverse enough to encourage interaction and growth among different groups of people. SUNY Plattsburgh has three kinds of scholarships (freshman, presidential and transfer) that encourage students from the area to attend.

Learning at SUNY Plattsburgh is strengthened through internships, cooperative education ("co-op") placements and field studies. These programs are available in virtually every discipline. The federally funded co-op program is a model in the state and nation. In fact, the U.S. Department of Education has provided funds for the College to share this program with other institutions.

Economic Impact

With about 950 employees, SUNY Plattsburgh's annual payroll exceeds $29.6 million. The College's faculty, staff and students account for $1 of every $16 in retail sales in Clinton County. In 1991, the College's direct spending was $58,083,702 and its combined direct and indirect spending totaled $121,975,774. According to a study, using data for calendar 1991, SUNY Plattsburgh is one of the five largest employers in Clinton County, and thus is a leading economic as well as educational and cultural asset to the region.

Contact People

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Richard Beach, Director, Center for the Study of Canada, 518-564-2086

State University College of Environmental Science and Forestry

Throughout its eighty-year history, public service and continuing education have played important roles at the College of Environmental Science and Forestry. As New York and the nation affirm the importance of environmental issues, ESF welcomes the chance to bring the experience and research of its faculty to serve New Yorkers. Many New Yorkers seek information about our living environment, human impact on that environment, and reasonable alternatives for accomplishing both our economic and environmental objectives. ESF welcomes the opportunity to work with you to help your communities deal with these and other areas related to our expertise.

Ross S. Whaley
President

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State University College of Environmental Science and Forestry

Brief Description of Institution

From its beginnings in 1911, the State University of New York College of Environmental Science and Forestry (ESF) has served New York State and the nation in meeting the needs of its citizens in regard to the environment through education, research and public service. The faculty and students of the institution are committed to the resolution of immediate environmental problems, the development of the knowledge necessary to predict occurrences in the future, and the presentation of public policy alternatives that will both protect the environment and accommodate the real needs of society.

The SUNY College of Environmental Science and Forestry is an Undergraduate/Graduate Center with highly focused professional programs. At the undergraduate level, ESF offers curricula in the general areas of resource management, engineering, environmental design, and the physical and life sciences that prepare graduates to enter and contribute to the professional world or to continue their education at the graduate level, at ESF or elsewhere.

Graduate years are a time of discovery and excitement, a time of answers and new insights, a time of personal productivity and contributions to scholarship. It is during graduate education that the student sharpens the ability to think critically and analytically, to plan research, to design experiments, to work effectively with basic research tools as well as specialized equipment, and to undertake the discipline of purposeful study toward a specific goal.

The College currently supports significant graduate degree programs in five areas and in its broad program in Environmental Science, which encourages multidisciplinary study. Both undergraduate and graduate programs of the College reflect the work of its faculty members and their student colleagues, who, together, utilizing some of the most modern facilities and laboratories in the country, maintain a longstanding tradition of academic and professional excellence.

The College operates a multiple campus system with regional campuses and field stations located at Syracuse, Tully, Wanakena, Warrensburg, Cranberry Lake, Newcomb and Clayton. This system is composed of about one million square feet of facilities in 186 buildings on 25,000 acres of land. The main campus is in Syracuse and lies on twelve acres adjacent to Syracuse University.

ESF continues to serve New York State and the nation in meeting the needs of its citizens in regard to the environment through education, research and public service.

Both undergraduate and graduate programs of the College reflect the work of its faculty members and their student colleagues, who, together, maintain a longstanding tradition of academic and professional excellence.

Significance of Public Service Activities

Since its inception, the College of Environmental Science and Forestry has held public service to be one of its most important missions. This mission was reaffirmed and strengthened during the 75th Anniversary of the College in 1986. The College recognizes that we live in an age where information and technological advancement are replacing industrial goods as major products. It is more urgent than ever that continuous education, technological transfer, and retraining are made available to everyone. Public education and information, technical advice and guidance to cooperating local, state and federal agencies and organizations, and technical assistance to the forest and wood-using industries constitute the principal formal public service activities of the College.

Since its inception, the College of Environmental Science and Forestry has held public service to be one of its most important missions.

ESF is highly involved in public service. Conservative estimates indicate over two FTE (full-time equivalent) staff are devoted to public service activities annually by the faculty and staff of the College, not counting administrative effort in support of the activities.

Although ESF's public service activities are appreciated by the public, ESF believes the public could be more adequately informed about the scope and content of these activities. This would hopefully result in increased enrollment at some events and greater public knowledge about ESF's contributions to the quality of life in the region, the nation and the world.

The local community, counties and the ANCA region benefit the most from ESF's public service activities. Specifically, local governmental agencies, environmental organizations, the forestry industry and New York State are the most important users of ESF's services. Businesses, economic development organizations, science educators, national and international organizations rank next.

These activities enhance the College's public reputation, help raise external funds, and strengthen the academic mission.

In considering reasons why ESF undertakes public service activities, major importance was given to the legislatively mandated mission of serving New York's citizens. The fact that these activities enhance the College's public reputation, help raise external funds, strengthen the academic mission, and respond to needs in the community were also considered important in motivating the College's outreach activities.

The College formed an External Relations Committee in 1990 to review the public service mission and agenda of the College, suggest changes in policy and emphasis, and coordinate outreach activities.

In 1986, the College recruited and employed a Dean of Nonresident Programs. Key areas of the Dean's responsibilities involve providing leadership and coordinating the public service activities of the College. The Dean has formed a network of public service coordinators, one in each faculty unit. An administrative process to receive, channel and implement public service requests from the community has also been put in place.

The College formed an External Relations Committee in 1990. The purpose of this committee is to review the public service mission and agenda of the College, suggest changes in policy and emphasis, and coordinate outreach activities of many types.

In addition, ESF recently hired an Assistant to the President for Institutional Advancement. One aspect of the responsibilities of this Assistant involve taking an active role in establishing new and stronger relations with business, industry and the community-at-large. This initiative is rapidly increasing the College's public service efforts with the aforementioned groups. These efforts have involved ESF organizing a major environmental conference for the business and industrial communities in January, 1992.

A data base system has been established to record public service activities and a resource directory, listing the research, public service and areas of expertise of faculty and staff, is soon to be published.

Furthermore, a data base system has been established to record public service activities of the College and a resource directory, listing the research, public service and areas of expertise of faculty and staff, is soon to be published.

Major Regional Development Activities

The College's lengthy list of public service contributions include the following examples: the establishment of several research institutes devoted to studying various aspects of environmental and forestry issues; the College's Film Library; the Tree Pest and Disease Service, which provides technical advice to private citizens and to governmental agencies; and the participation of ESF faculty members in Central New York's Poison Control Center. The public service programs of the College reach approximately one million New York State residents each year.

These contributions are interwoven with the College's areas of academic strength, its faculty and staff expertise, and the location of